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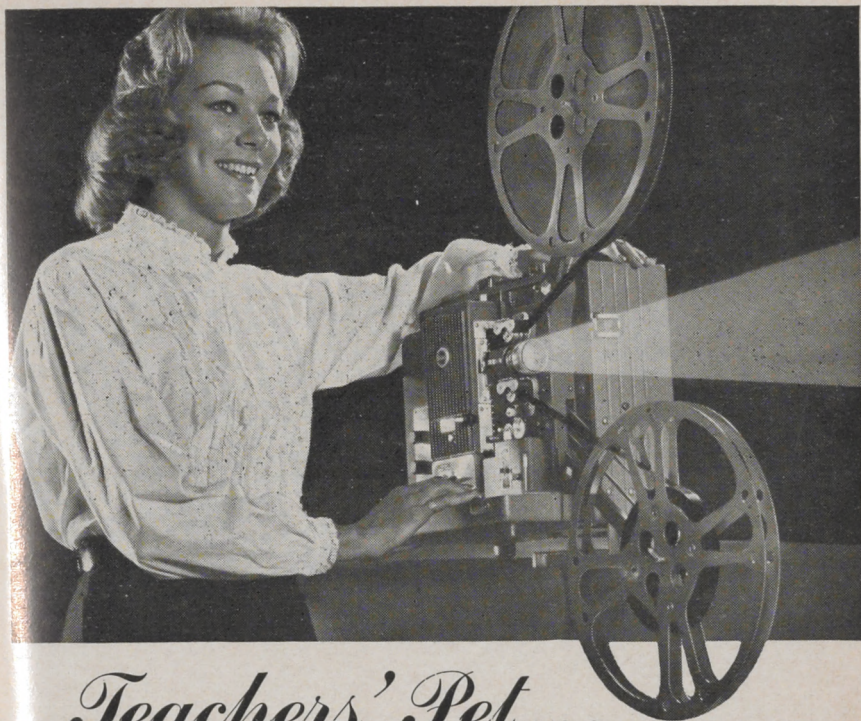
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THE ATA MAGAZINE

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the **ATA** magazine

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As You Speak

Sociologists tell us that each occupation creates its own image in the public mind. If this is true, the picture the public has of the teaching profession is the one we have drawn, and for it we must hold ourselves accountable.

Attitudes towards teachers and teaching, as contrasted with attitudes towards other professional groups, provide us with some idea of our image in the public mind. The parent who has difficulty controlling his own children a few hours a day but who has no compunction about telling a teacher how to handle 30 or 40 children during school hours has an image, however uncomplimentary. People who would never venture to tell a doctor, a lawyer, a dentist, or even a tradesman how to do their work, but who offer volumes of advice on how to teach, obviously have an equally uncomplimentary picture of the teaching profession.

While we are on the subject of images of the teaching profession, let's take a look at some which teachers seem to have. What kind of a picture of the profession does a teacher have who lets people think he can teach effectively with classrooms of 30 and 40 students? What kind of professional pride does a teacher have who accepts the burden of a full-time instructional load without break throughout the school hours and with noon hour supervision thrown in for good measure? What kind of professional integrity has a principal who accepts supervisory and administrative responsibility dumped on top of a full-time teaching load? What kind of teacher do we have in those who abandon professional autonomy of method in the classroom for a comfortable cult of conformity?

Competent teachers are necessarily dedicated persons. They are primarily engaged in intellectual pursuits in which they must call heavily on their special knowledges and skills. The professional teacher draws constantly from research findings in the behavioral sciences, human growth and development, and from clinical practice. Such teachers must have views on what class load they can carry and still do a professional job. They must have views on the adequacy of facilities for teaching, such as plant and equipment. They must have views about the practice of assigning language courses to mathematics and science specialists and about the placement of teachers in areas outside their preparation. But if they do have views on these matters, few would know, because the typical teacher does not speak up.

There is not much doubt that conditions exist in many, if not most, schools which make virtually impossible first class professional work. Heavy teaching loads, improper teaching assignments, inadequate facilities and equipment, non-professional activities, mounds of paperwork, inarticulate and superficial concepts of the relationship of supervision to the professional teacher, all combine to blunt the teacher's sensitivity and creativeness. The pressure is to conform to fit a system. This merciless doctrine of conformity plagues the creative teacher everywhere he turns, robbing him of his right to think, and his obligation to plan and to read.

For such a shoddy state of affairs we can blame ourselves more than anyone. The image we want the public to have of the teaching profession we must create by our own conviction and expression. Professionalism starts with the basic assumption that we know what we are doing and how to do it. Professionalism in teaching will arrive when we make clear to ourselves as well as to the public the conditions under which professional service can be performed.

Investment in physical capital is still a prime measure of progress, but it is an increasingly inadequate one. Progress is coming to depend more and more on the quality rather than the quantity of the capital equipment in use, and on the intelligence and skill of those who use it. We now get the larger part of our industrial growth not from more capital investment but from improvements in men and improvements brought about by improved men. We get from men pretty well what we invest in them. Investment in personal development is therefore at least as useful as an index of progress as investment in physical capital. We must see outlays for personal development not as a cost but as an opportunity.

THOSE who guide our worries on large issues regularly ask us to ponder man's losing competition with the machine. On the assembly lines he is being replaced by automatic machinery which is regulated and instructed by electronic controls. If the resulting product is a consumer item, it has almost certainly been designed to minimize both the effort and intelligence required of its user. Not even the question of whether people will want it has been left entirely to judgment. This has been ascertained by market surveys and ensured by advertising, and both, perhaps, were analyzed with the aid of an electronic computer, sometimes too ambitiously called an electronic brain.

The tendency to dispense with men and intelligence is held to go far beyond the consumer gadgets. The unmanned missile is about to replace the old-fashioned hand-operated bomber. In the near future, according to enthusiasts, unmanned missiles will take flight to intercept other unmanned missiles which will prevent these from intercepting still other unmanned missiles. One gathers that the whole operation will be handled under contract by the manufacturers. If the globe were larger or the explosions smaller, the prospect would be attractive. The machines having taken over, men would all be non-combatants. The charm of war has always been greatest for those whose role was to observe it from a certain distance.

These visions of the triumph of the machine can be multiplied endlessly. We

and Capital

JOHN KENNETH GALBRAITH

do not take them quite seriously, for we do not really believe that we are being replaced, and our instinct is sound. If there is a competition between man and machine, man is winning it—not for at least two centuries has his position been so important as compared with that of the apparatus with which he works.

The fact that this is the age of ascendant man, not triumphant machine, has practical consequences. If machines are the decisive thing, then the social arrangements by which we increase our physical plant and equipment will be of first importance. But if it is men that count, then our first concern must be with arrangements for conserving and developing personal talents, for it will be these on which progress will depend. Should it happen, moreover, that our society succeeded in supplying itself with machines and failed in providing itself with adequately trained manpower, there would be cause for concern. There is such cause; for that precisely is our situation.

But first, what is the evidence that men have been gaining on machines—that skill and intelligence have become more important in what we call economic progress than in capital plant and equipment?

The change is most prominently reflected in the position of the owner or supplier of physical capital. For a half century he has been a man of steadily declining prestige and importance. Once it was taken for granted that ownership of an industrial enterprise—the owner-

“Men and Capital”, number 47 of *The Saturday Evening Post*’s series, “Adventures of the Mind”, appeared in the March 5 issue. John Kenneth Galbraith, professor of economics at Harvard University, was born in Canada and received his higher education at the Universities of Toronto, California, and Cambridge.

ship of the capital assets or a substantial share of them—gave a man a decisive voice in its direction. So it was with Ford, Carnegie, the elder Rockefeller, Commodore Vanderbilt, and John Jacob Astor. And to be a source of capital, as in the case of the elder Morgan, ensured an almost equal power over the enterprise. It also ensured the supplier a favored position in the community. Because the provision of capital conveyed such power, the system was called capitalism.

The ownership of capital, or the capacity to supply it, no longer accords such power. Few large corporations are now run by their owners: those like Du Pont, where for many generations a talented family has had a decisive influence on the enterprise it owns, are becoming a rarity. Typically, the power now lies with the professional managers. These managers make elaborate obeisance to the stockholders. But they select the board of directors, which the stockholders then dutifully elect, and the board then solemnly selects the management that selected the board. In some cases—of which the Standard Oil Company of New Jersey, once dominated by the first Rockefeller, is one—the board consists exclusively of members of the management group.

There are numbers of reasons for the rise of the professional manager, but by far the most important is that ownership of capital has come to count for much less than ownership of ability and brains. The man of ability could get the capital; the man who had capital and was devoid of other qualification was a hopeless case. So the relatively impecunious but better-trained, more intelligent, more determined or politically more adept managers have taken over. Once in office it is only rarely that the owners of capital can dislodge them.

Nor is this a misfortune for the companies in question. Some of the worst cases of corporate mismanagement in recent times have been those in which the owners of the capital have used their powers to keep the professionals out. In

the thirties and early forties the elder Henry Ford used his power as the sole owner of the Ford Motor Company to remain in command. It is now freely acknowledged that the company suffered severely as a result. Following his death, the management was professionalized and much improved. The great merchandising house of Montgomery Ward provides a parallel example. Control and direction of a large company by a capitalist has become indeed a slightly risky affair.

But though it is most visible at the top, the shift of the comparative importance of men and capital is perceptible throughout the modern industrial enterprise. The procedures by which the large and successful enterprise raises funds for new plant and equipment are orderly and predictable. And, depending on circumstances, there is a considerable range of choice—earnings can be withheld, there can be resort to banks, or securities can be sold. A great deal of pompous ritual attends this process, but for the large and successful firm this signifies neither uncertainty nor difficulty, but only that we have considerable respect for money and expect large sums to be handled with decent ceremony. And the rites and ceremonials of high finance give those involved a harmless sense of their own importance.

There is no similar certainty in the procedures by which even the most successful concern supplies itself with talent. It must send its emissaries to participate in the annual talent hunt, and if the most pompous men still go to the money markets, the most eloquent go to the colleges. The bag is always uncertain and frequently inadequate. If a successful firm is contemplating a considerable expansion, it will almost certainly worry more about where to find the men than the money.

And the change is reflected in the fears and apprehensions of the community at large. We wonder whether we are investing as much as we should in physical capital; we hear that the Soviets,

(Continued on Page 52)

Straw Men

Name or game?

MERRON CHORNY

NEARLY 40 years ago T. S. Eliot wrote of the "Hollow Men" who were incapable of action, even of amoral action. Today, a different breed engages in playing the game of "Straw Man". The object of this diversion is to set up an image of what is conceived to be an imperfect characteristic or institution of society, and then to hurl criticisms at it. The questioning of social beliefs and institutions is not in itself undesirable. In fact it is a characteristic of social evolution. It is part of the Game of Life. However, when the object of criticism is not a correct representation of the actual situation, but is distorted in the sense that it reflects individual prejudices, is colored by connotations of a questionable nature, this becomes a different kind of game. For then the image is only a "Straw Man".

In recent years, public education has been set up, frequently, as a target in varying forms for this game. The release of the *Report of the Royal Commission on Education*, focusing the public eye on education in Alberta, has increased the number participating in this diversion.

Thus, newspaper editorials proclaim that:

... the harmful and improperly called "progressive" philosophy permeates much of the Canadian educational system.

... the commission has failed to strike at the roots of the basic cause of the deterioration of education—the "progressivist" philosophy and methods.

Both quality and standards of education have been allowed to decline under the domination of the so-called "progressive" school of thought. ... The task in Alberta, therefore, is not only to restore old standards of quality and excellence, but to achieve still higher standards.

A letter to a newspaper editor charges that:

... by following John Dewey's "progressive" ideas, our schools are giving our children some training, but are not giving them education.

A newspaper gives this account of an address by the author of the minority report of the Cameron Commission:

"They [the members supporting the majority report] recommend many cures for Alberta's educational system without diagnosing the disease," he [the author of the minority report] said. The disease is "progressivism", he maintained.

The image set up by such statements is one of an educational system which has deteriorated from some previous standard. The deterioration is attributed to the influence of "progressivism".

Just what is meant by "progressivism", however, is not clear. A study of the complete statements suggests that it is related to the philosophical writings of Dewey, that it has infiltrated from south of the border, and that it is reflected in the educational system of Alberta in such concepts as "education of the whole child" and "education for social adjustment", and in such techniques as the enterprise and the unit method.

One guesses that what these critics call "progressivism" refers to certain major curriculum developments in the United States during the past several decades. Prime among these have been the activity and the core curricula. In these terms the charge against the Alberta educational system is that it is permeated by features of these two curricula, that it is no longer a subject curriculum. The image presented of the

Alberta curriculum, then, is of one which has shifted from its original traditional basis and is now of the core or activity type. Is this image fact or "Straw Man"?

Presumably, if one wanted to ascertain with some objectivity the degree of "progressivism" rampant in an educational system, one might attempt to evaluate the curriculum organization of that system in terms of the characteristics of what are actually considered to be "progressive" curricula in the United States. Since the curriculum guides issued by the Alberta Department of Education are, in effect, the official statements on education of the government of this province, an evaluation of these in terms of the organizational features of the core and activity curricula should reveal the degree of "progressivism" in the Alberta system.

For this purpose, it is intended, here, to evaluate the curriculum organization of the Alberta junior high schools in terms of the characteristics of the subject, activity and core curricula as these are described by Smith, Stanley, and Shores in *Fundamentals of Curriculum Development*.

First, what are the essential features of the Alberta curriculum for Grades VII, VIII and IX?

According to the *Junior High School Handbook* of the Department of Education, the junior high school has three functions:

Its program must provide for further development and integration of basic skills and learnings acquired in the elementary grades. It must present opportunities for exploring new subjects according to special interests. It must meet the basic needs of pupils approximately twelve to fifteen years of age.

The needs of youth include "good health, social acceptance, training for citizenship, consumer education, familiarity with the tools and methods of learning, an understanding of the physical environment, appreciation of family life, vocational competence, appreciation of cultural achievements, wise use of leisure time, ethical values in group living, and intelligent thought and expression." In terms of these needs are developed the four general objectives of

secondary education: personal development, growth in family living, growth in qualities of good citizenship, and occupational preparation. Reflecting these objectives are 11 specific aims of the junior high school.

The program of the junior high school consists of seven compulsory subjects to which must be devoted 70 percent to 85 percent of the total school time. The remainder of the time is allowed for elective subjects, of which a maximum of three may be selected from a possible nine. Of the compulsory subjects, Language and Social Studies, and Mathematics and Science may be integrated into "blocks". The *Junior High School Curriculum Guide* for Social Studies-Language, particularly develops quite extensively the underlying philosophy and the method for such integration. Within the compulsory subjects, the material is organized into units which are to be taught by the unit method.

The unit method is defined as "one in which related subject matter and useful experiences are organized around large central themes or units in order to provide learning situations which have greater meaning for pupils in the junior high school". It includes "the usual techniques . . . [of] formal teaching, the use of texts, testing, evaluation and remedial work as well as the socialized procedures of group work and pupil reports." It is suggested that in the unit method of teaching at least 50 percent of the time be devoted to formal teaching. About 40 percent of the time is to be spent in socialized procedures, including investigation, reporting, class discussions, panel discussions, open forums, debates and field trips, and 10 percent in evaluation and remedial work.

While such an overview of a curriculum organization is necessarily limited, it does give an idea of its features, and does provide a basis for determining the type of curriculum it is. Is it a core or activity curriculum? If it is either, then perhaps, the Alberta educational system may be called "progressivist".

Smith, Stanley and Shores in *Funda-*

Merron Chorny is a graduate teaching assistant in secondary education at the Faculty of Education, University of Alberta. In this article he studies the junior high school curriculum to ascertain whether it is "progressive" or "traditional".

mentals of Curriculum Development describe the most common types of curriculum patterns—subject, activity, and core. For each type they list the distinctive characteristics by which one can classify various existing curricula.

According to Smith, Stanley and Shores, the activity curriculum has three features which distinguish it from the core and subject curricula. First, the interests and purposes determine the educational program. However, the interests and needs which shape the activity curriculum are not externally determined. They are interests and needs felt by the children themselves. Second, "common learnings" result from the pursuance of common interests. Third, the activity program is not planned in advance. The first and third characteristics gave significance for our purpose.

The Alberta junior high school curriculum talks of children's needs as underlying the objectives of the curriculum. However, these needs are not the children's "felt" needs. They have been determined by an external authority in the same sense that such an authority would determine the educational requirements in the traditional subject curriculum.

As the Alberta Department of Education specifies the needs which underlie the objectives of the program, so does it determine, also, the content of the junior high school program. Despite the fact that in its espousal of the unit method it suggests a measure of freedom for pupils, the prescribed content for each subject restricts this freedom. In this sense, the Alberta junior high school curriculum, because it neither recognizes the "felt" needs of children, nor permits

a "spontaneous" development of program, is not an activity program.

Even in the unit method, which with its suggestion of pupil activity has misled critics into confusing a part of the program for the whole program (as the six blind men of Hindustan mistook parts of the elephant for the whole animal), does not offer the freedom within a subject which the activity curriculum would offer within the whole program. In planning a unit, the teacher is advised to "*choose from the scope suggested in the program of studies those areas which seem to fit the needs and interests of his class*" (italics mine). In motivating the unit, "the teacher should exercise his skill in devising ways to arouse intelligent curiosity, interest . . . so that the pupils *will feel* that the problems *have become their own*" (italics mine). Even within the units, then, the content is prescribed in advance, the needs of children are determined by external authorities, the Department of Education and the teacher.

It is evident that the Alberta junior high school curriculum is not progressivist in the sense of being an activity curriculum. Is it, then, a core curriculum?

Smith, Stanley and Shores list two distinctive features for the core curriculum. First, it emphasizes social values. Second, its structure is fixed by broad social problems or by themes of social living. Such a core program implies the organization of content from many areas about broad themes pertaining to social activities or social problems. In the course of developing these themes it is intended that pupils investigate the values of their society with a view to determining means of resolving current and anticipated social problems.

It is immediately obvious that the Alberta junior high school program is not a curriculum of this type. While the Alberta curriculum does stress problem solving, it does not deliberately and consistently provide for consideration of social problems in a normative sense. Although in the Alberta Social Studies programs the organization of units has

some resemblance to the themes of the social functions core, this organization is restricted to the single subject. The structure of the Alberta program does not resemble a curriculum which provides for a core of material transcending subject boundaries.

Besides the social-centred core which has just been discussed, Smith, Stanley and Shores speak of the individual-centred core which attempts to organize the curriculum on the basis of the "felt" needs of the individual, and of the cultural-history core which attempts a broad unification of subjects about themes of cultural development. As it has been established already that "felt" needs of pupils are not a determining factor of the Alberta junior high school curriculum, any further consideration of the individual-centred core is unnecessary here.

As for the cultural-history core, the Alberta program does not resemble it either. The *Junior High School Handbook* states that "the program is a *modification of the core curriculum idea*" (italics mine), and that "it is a large section of the daily schedule which covers two or more courses." While such an organization provides for integration of subject matter, it hardly squares with the idea of the cultural-history core which transcends the limits of subject boundaries to integrate content about broad themes. The statement that Social Studies-Language and Science-Mathematics "will constitute the essential *blocks*" (italics mine) establishes conclusively that the Alberta junior high school curriculum is not a core curriculum of any type. The statement of Smith, Stanley and Shores that "the subject-centred notion of the core curriculum involves a broader unification than is found in such fused courses as English-Social Studies and Science-Social Studies" gives support to such a conclusion.

If the Alberta junior high school curriculum is neither activity nor core, what is it? Subjects such as Social Studies and General Science are broad-fields courses of the "principles" type, expansions of

particular areas of the subject curriculum. The Social Studies-Language and Science-Mathematics blocks are merely correlations of courses within the subject curriculum, sometimes referred to as unified courses. Through such correlations an attempt is made to emphasize the interrelationships of various material. However, the program is really only a deviation of the subject curriculum.

While the positive features of the Alberta program have not been considered to show in detail what that program is, one may conclude with fair accuracy what it is not. The Alberta junior high school curriculum is not an activity curriculum. It is not determined by the interests and purposes of the children themselves. It does not emphasize the children's "felt" needs, but is developed in terms of the needs of children as determined by an external authority. Neither is the junior high school curriculum a core curriculum in the sense of integrating the material of former subject fields about a central core of either a subject, a statement of children's needs, or a structure of social problems. While there is an attempt to correlate Social Studies and Language, and Science and Mathematics, neither of these correlations serves as a core about which the rest of the subjects are organized. In effect, even in cases of the most radical integration, they remain as subjects of broader scope in a subject curriculum. The Alberta junior high school curriculum is still a subject curriculum in the traditional sense. It may modify techniques. It may attempt to use some of the methods of other curricula, but it is hardly "progressivist".

This is not to whitewash the curriculum as it exists, to say that all is perfect. That the curriculum may be over-extending in its concern for a comprehensive education for youth, that it may cause duplication, that it may be overly-concerned with method, that it may be too prescriptive, may all be true. However, these are issues peripheral to this argument.

(Continued on Page 60)

The Neglected Dimension

in the Teaching of Mathematics

F. G. ROBINSON

Why subject all or most high school students to what are essentially university preparatory mathematics courses?

ANYONE who has reviewed the past 50 years of research into the teaching of arithmetic and mathematics cannot help but be profoundly disturbed by many questions which have been raised concerning the program of mathematical education to which Canadian boys and girls are subjected.

It is common to begin an assessment of an educational program by asking what function it serves in the total education of the student. If we divide the curriculum sequence in mathematics into its traditional components—elementary, secondary, and university—it becomes apparent that agreement concerning the function or utility of the elementary school program is strong, undoubtedly because of the almost universal belief that the facts and skills of arithmetic are necessary acquisitions for every member of modern society. At the other end of the curriculum sequence, it is recognized that the university program must equip a very small minority of the general student population with advanced mathematical techniques. However, the function served by the secondary school mathematics curriculum would appear to be somewhat less obvious.

Historically, the basic structure of the present high school mathematics curriculum was laid down about 1900 by a

group (in which university mathematicians were prominent) who envisaged the secondary school mathematics program as a logical sequence leading to university entrance. While the "university entrance" frame of reference was adequate for an era in which a high school education was intended to provide a pre-university training for the relatively few university-bound students, it is incompatible with today's widely accepted philosophy that every child should have a secondary school education. Unfortunately, the high school mathematics curriculum has remained extremely stable despite the fact that the proportion of students retained to this level is approximately eight times what it was in 1900! Moreover this phenomenal growth in student retention has not been matched by a corresponding expansion in the number of available subject options. It would seem to be a necessary conclusion that many students of average or below-average ability are now forced to take what are essentially university preparatory mathematics courses. Perhaps one result of this situation is reflected in the many studies which have indicated that mathematics may be the least popular subject in the curriculum.

In any case, it is becoming increasingly

Dr. Robinson is director of research for the Canadian Teachers' Federation. He attacks in a provocative manner various unfounded beliefs about present mathematical courses.

of the adults in the general population will ever require more than elementary school arithmetic in their everyday affairs.

If secondary school mathematics has such little utility for the vast part of the adult population, what further justification can be offered for it? When we dig down to the basic core of our feelings about mathematical education, we find an unquestioning faith that mathematics can somehow develop the ability to think. This notion is stated in many ways, but there is always the clear implication that the study of mathematics exerts a positive influence upon the student's capacity to reason logically. It is the opinion of the author that substantial progress in mathematical education will be impossible as long as this belief is uncritically accepted. For a considerable body of research dating back to 1900 indicates that the study of such mathematical subjects as algebra and geometry has no more positive effect upon the student's ability to reason in real-life situations than does the study of knitting, folk dancing, or for that matter, then does any out-of-school activity in which the student deals with sensory data.

We have not yet seemed to realize that in postulating a relationship between mathematics and logical thinking, we are raising a question which belongs more to the psychological than the mathe-

difficult to justify the subjection of a majority of the student population to courses which are not necessarily suited to their interests or abilities. One argument often advanced in defence of the inclusion of mathematics in the high school curriculum is that it is not only **necessary** for the five percent of Grade IX students who will go on to the study of advanced mathematics, but that it is **useful** for the 95 percent who will enter non-mathematical occupations. The hypothesis of 'usefulness' has received harsh treatment at the hands of research; indeed, a steady stream of studies has shown that the bulk of normal adult usage of mathematics is confined to the four operations of arithmetic together with simple calculations employing percentages. In other words, adults have made remarkably little use of the mathematics at which they labored, unwillingly, it would seem, during their stay in high school. And, despite the rapid advance of technology, there is yet to appear a substantial piece of evidence which would lead one to believe that a majority

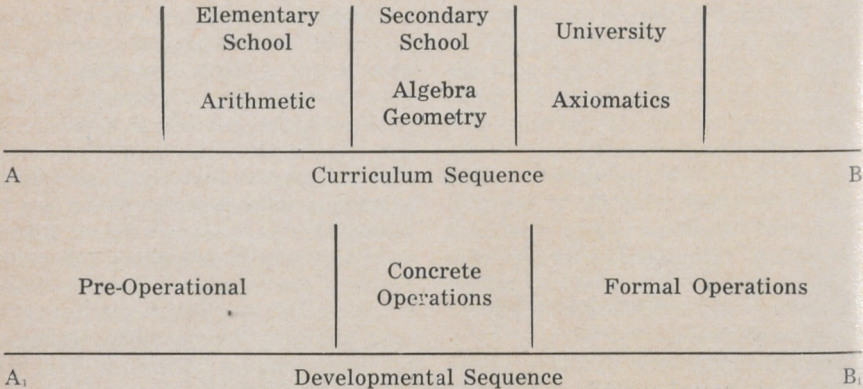


Figure 1 Curriculum and Maturational Sequences

mathematical domain. With this realization we come to what has been, to this date, a neglected dimension in mathematical education—the maturational or developmental sequence in human reasoning processes, which is represented in Figure 1 by the line A_1B_1 . Thus, in addition to the curriculum sequence AB which has in the past provided our basic frame of reference, there appears to exist an inherent sequence A_1B_1 in a child's ability to deal with logical concepts. In the initial "pre-operational" stage, mental activity is dominated by partial sensory perceptions. The sequence continues through an intermediate "concrete operations" stage in which mental operations, while logical in the adult sense, can be carried on only in connection with a specific set of sensory data, and emerges finally in the stage of formal operations, at which point true logical propositions can be comprehended independently of any particular sensory situation.

Granting the existence of such a developmental pattern, our principal consideration should be to tie the curriculum sequence AB to the developmental sequence A_1B_1 . We can no longer be content to set up curricula by employing *a priori* or intuitive notions concerning what should come where in the program. In particular, it is no longer sufficient for the mathematician to arrange the secondary school mathematics curriculum sequence in terms of the present requirements for entrance to university. The justification for the introduction of set theory at any particular grade level, for example, must be based upon evidence that the student's logical development at that stage will allow him to comprehend the necessary concepts. A crude metaphor will illustrate our present position: we have to this point been imposing a set of tasks on a machine whose principles of operation have been for the most part unknown. What is now suggested is that we should study the mechanics of the machine and plan our curricula and teaching methods accordingly.

(Continued on Page 62)

An Opportunity to Prepare for the Principalship

The Division of Educational Administration in the Faculty of Education, University of Alberta has been able to procure sufficient funds to offer financial assistance to a few additional candidates for the M.Ed. degree in educational administration. It wishes to use these funds during the 1960-61 school year to stimulate a project in the preparation of school principals.

The crux of the proposal is that trustees, educators in the field, and educators in faculties of education should become involved in a cooperative project to select and prepare future school principals for their jobs. The four main features of the plan are described below.

The first feature of the proposal is that school boards nominate one or two teachers who are thought to be good prospects for the principalship. Presumably a circular from a board to the members of its teaching staff would result in applications from teachers who have genuine interest in the principalship. Applications should be screened locally to determine whether applicants satisfy certain requirements: they should possess the B.Ed. degree or its equivalent; they should have two or three years of successful teaching experience; they should be relatively young, perhaps under 30 years of age.

Second, it is suggested that the school board forward the names of all applicants who satisfy these requirements to the Division of Educational Administration, University of Alberta. Not all holders of the B.Ed., or its equivalent, are admissible for purposes of graduate study. Therefore, the division would review the academic records of nominees and determine who are eligible for graduate study.

If the number of eligible nominees is such that further selection is required, the division will consult with sponsoring officials to make final choices.

Thirdly, candidates selected in this manner will undertake a ten-month program having two major phases. During the months of September, May, and June each candidate would serve an internship under a principal in a selected school. This school could be within the boundaries of the sponsoring division, county or district, or elsewhere according to the sponsor's wish. An internship program will be planned to ensure maximum benefits. During the intervening months, October to April, inclusive, each candidate will register with the Division of Educational Administration in a formal program of courses and short-term field experiences leading towards the M.Ed. degree. Normally, upon the successful completion of these two stages of the program — the three-month internship and seven months of formal study — the candidate will require only one summer school session to complete courses required for the M.Ed. degree. Candidates who choose to register during the summer session either preceding or following the ten-month period can satisfy all course requirements.

The fourth feature of the project is the proposal that candidates receive financial aid from two sources: the Division of Educational Administration and the sponsoring board. School board assistance should be of the bursary or sabbatical leave type which imposes a commitment upon the candidate to return and render future service. The period of future service should be determined by the board and the candidate, perhaps in some relationship to the amount of financial assistance given by the board. In addition to board aid, the candidate will

receive assistance from the Division of Educational Administration up to a maximum of \$1,500, the exact amount to be determined in each case.

In review, there are four main features of the proposal. (1) Trustees, superintendents and principals cooperatively select likely prospects for future principalships and school boards forward their names to the Division of Educational Administration, University of Alberta. (2) The division determines the eligibility of nominees for graduate study and further selection, if necessary, is carried out in consultation with local officials. (3) Each candidate who is accepted engages in a three-month internship and seven months of formal graduate study. (4) Each candidate receives financial aid from the sponsoring board in return for which he guarantees a period of future service. He receives additional aid from the Division of Educational Administration up to a possible maximum of \$1,500.

The apparent merits of the foregoing plan seem to be significant. The knowledge and experiences of those who are in the field can be brought to bear upon the selection and preparation of principals. If the plan is feasible, its development throughout coming years will enable critical appraisal of the principal's job and the nature of a preparation program. The proper functions of field and faculty can be clarified. In the meantime, the immediate benefit is that both time and money can be expended where they will produce maximum direct results.

Anyone who wishes to participate in such a project or to secure further information may do so by contacting Dr. A. W. Reeves, chairman of the Division of Educational Administration, Faculty of Education, University of Alberta, Edmonton.

—G. L. Mowat

We live with a few familiar ideas. Two or three. In our chance encounters with worlds and men, we polish, we transform them. It takes 10 years to have an idea all one's own — about which one can speak. Naturally, it's a little discouraging. — Albert Camus

Misconception noted

British School Children Are Not So Bright

HAVE you ever heard of secondary modern schools? Probably not—but 60 percent of British school children over eleven years of age go to them. The other 20 percent, those you hear most about, go to grammar or independent schools. It is from this small group that Canada receives most of its British immigrants. You will rarely meet British immigrant teenagers who have gone to the little publicized secondary modern schools.

Britain proudly tells the world of its famous grammar and independent schools but keeps diplomatically silent about its modern schools. In this way, the world is easily deceived into believing that all Britons receive a first class grammar school education.

Don't you believe it. Only in the grammar and independent schools will you find that famous superior educational system that is the envy of the world. But only 20 percent of British school children receive this type of education. The other 80 percent go to the modern schools that attempt to educate the mass of reluctant students until fifteen years of age. It was a surprise to no one when onetime Minister of Education R. A. Butler admitted, "We have clearly not yet ensured that all our technical and modern schools provide a genuine, distinctive and full education."

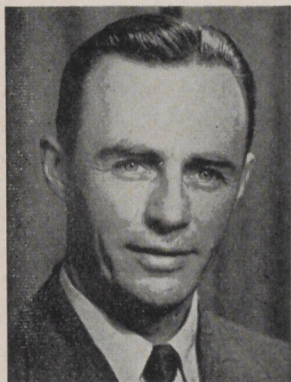
There is hardly a single parent in Great Britain who is not doing all he can

Cy Groves of Central High School in Calgary takes a critical look at the educational program in Great Britain and finds that all is not as good as we may have been led to believe. Mr. Groves obtained his university education in Manchester, England, Alberta and British Columbia. He taught in England, and for a time was English instructor at the Provincial Institute of Technology and Art.

to get his child into a grammar school at the age of 11 years. Once inside, the grammar school student is assured of a top flight academic education until 16 years and then a voluntary specialized university training from 16 to 18 years. But such an education is reserved for the very few who can pass the Entrance Examination at the age of 11 years. These few are able to take the nationally

(Continued on Page 58)

Annual Report of the President



R. F. STAPLES

It has been my honor and privilege to serve for the past year as president of The Alberta Teachers' Association. Although I have sometimes found the duties associated with this position onerous and time-consuming, I have enjoyed my professional relationships with the teachers of the province, members of the Alberta School Trustees' Association, Faculty of Education and Department of Education. The members of the Executive Council and our staff officers have given me every cooperation and assistance in carrying out my duties as your president. For this, I must tender them my sincere thanks.

In retrospect

At this first Annual General Meeting in the new decade of the sixties, it might be appropriate to look back at some Association highlights of the past ten years. We have come a long way in this period. In 1950, our membership numbered 7,100 — today, it is over 11,000. Salary objectives as set by the Executive Council in 1950 were \$2500 to \$4300 at the fourth year level. The highest maximum salary at this level was being paid in Killam—\$3650. Our objectives today

are \$5000 to \$8500 in the same category, and our scales are running from \$4500 to \$7000 for a degree teacher. At the beginning of the last decade, we offered one scholarship to our membership. Today, we offer 11 scholarships and one fellowship for advanced study beyond the bachelor's degree. The fifties saw the development of the Banff Conference which has introduced Association activities and objectives to nearly a thousand of our members. With the expansion of our services to the membership, we have seen the number of staff officers grow from one to five in the decade.

Looking back over these ten years, I distinguish six major events in the development of the Association. The first of these was the construction of what was then a fully modern office building as the home of the Association. Barnett House, the new headquarters of The Alberta Teachers' Association was occupied on June 1, 1951 and officially opened on November 24. Our moving from the old quarters in the Imperial Bank Building marked a momentous occasion for the Association. The acquisition of our own office building was indeed a milestone in Association affairs. It is somewhat ironical that this first Annual General Meeting of the sixties must consider a resolution regarding the construction of a new and bigger headquarters for our rapidly expanding Association. The founding fathers of our present headquarters planned well, but, even in their wisdom, they could not foresee the increasing demands to be made upon head office services with the resultant space problems.

I regard the second highlight of the decade of the fifties as the Association's rejection of the provincial salary scale proposed by the Blackstock Commission in 1957. This attempt to remove our collective bargaining rights brought into sharp focus the unity and solidarity of

the Association. After we withdrew from the Commission hearings and explained the seriousness of the Blackstock proposals to the membership in a series of local meetings held throughout the province, the response was sure and strong. Ten thousand Alberta teachers made it quite clear that they would not permit their collective bargaining rights to go down the drain. Out of this threat to our rights as citizens grew a new realization among the membership of the need for unified action. This new feeling of unity is as present today as it was in 1957, and in the decade of the sixties it will serve us well.

The third highlight which I see in the fifties was the increasing emphasis placed on the professional growth of our membership. Although a good deal of the impetus for this has stemmed from the enthusiasm of individual teachers, the Association has promoted this trend. Last year, we began the production of a series on the improvement of instruction. A new interest in curriculum development is evident in the activities of our curriculum committees. We have established the precedent that teacher representatives on departmental committees are selected by our Association and reflect Association views. The program of in-service education has been stepped up and we are doing our best to provide consultant services to those locals requesting them. The programming for conventions is under intensive study with the object of improving the professional level of these activities. Annual meetings of convention secretaries were instituted two years ago in order to facilitate better convention programming. We are putting forth more intensive effort in the field of public relations in order to assure better public understanding of the problems of education. To spearhead these activities in the professional field, the Association has acquired the services of a leading professional educator as general secretary-treasurer. I refer, of course, to Dr. S. C. T. Clarke, whose leadership has already been so evident in many aspects of the Association's work.

For the future, let us have the courage to plan boldly and the strength to pursue relentlessly those objectives which will achieve for education the prime importance it deserves.

The fourth highlight of the fifties of tremendous significance to our Association is the gradual change in the enrolment in the Faculty of Education. This year, our Faculty enrolments are at an all-time high. Although there are many factors at work here, I believe that one of the chief of these is the improvement in the economic welfare and status of our professional group over the past decade. Our Association always has and always will be interested in the economics and welfare of its membership. This interest does not stem from purely selfish motives but rather from the conviction that, if we are to have an adequate supply of well qualified, competent teachers, salaries and working conditions must be such as to attract and retain the best personnel. The Alberta Teachers' Association has been criticized in some quarters for the emphasis placed on these matters, but I maintain that our attempts to secure professional pay have worked for the benefit of education in this province. The improvement in both the quantity and quality of students entering the Faculty of Education reflects the improved economic position of teachers in our society.

The fifth highlight of the decade has been a significant improvement in our retirement plan. Any teacher retiring after July 1, 1959, can receive up to 70 percent of the average salary received for the five consecutive years during which his salary was the highest. This, in itself, is a big step forward, and amendments now being considered to the Teachers' Retirement Fund By-law No. 1 of 1948 promise to eliminate some of the existing inequities in our retirement plan. I have no doubt but that these improvements will mark a very important milestone in the well-being of our profession.

The sixth highlight of the past decade has been the appointment of the Royal Commission to investigate Alberta education. Our Association has pressed for this for a number of years, and extended every possible cooperation to the Commission in its lengthy and thorough study. We are pleased to note that many matters of deep concern to our membership have been dealt with in the Commission's report. Contrary to some comments made on the report, it does not give full commendation to the Alberta education system as it now exists. But its criticism of our system is constructive and positive, and the report contains many points of view which we, as an Association, have proposed for years. The members who signed the majority report should be commended for a job well done, and the Government of the Province of Alberta should be congratulated for carrying out this searching look into our Alberta school system. As I have stated before, the Cameron Commission report is indeed a milestone in Alberta education.

Problems in the future

I would like to turn now from our achievements of the past decade to problems which I foresee arising in the future. First among these will be the growth in the physical size of our Association. Alberta's population is growing rapidly. Until January, 1960, Alberta's population growth exceeded that of all other provinces except British Columbia. The rate of population growth from 1956 to 1959 in Alberta was 12.9 percent. The estimated increase in population in 1959 alone was 42,000 people. These figures indicate that there will need to be a sharp increase in the teacher force, and this increase will not be without its problems for our Association. Chief among these will be the problems of communication between the various levels of our professional organization. We have already increased our efforts to keep the membership well informed through newsletters, regional conferences, area briefing schools, local secre-

taries' meetings, and other field services. Although these have resulted in much closer contact between the executive level and the membership at large, much remains to be done. Locals, in turn, will have to face up to the increasing task of seeing that individual teachers are made aware of their professional responsibilities to our Association and to the public.

As I have stated earlier, The Alberta Teachers' Association has already moved into the field of professional development, and the future will see greater demands on us in this area. The Cameron Commission report places the onus on our provincial organization to accept the responsibility of jurisdiction over the competence of our membership. This poses no small problem because it involves increased in-service education, provision of consultative staff, formation of specialist councils in specialized subject areas, and even more responsibility in the matter of teacher certification. The matter of jurisdiction over competence would place some responsibility on our Association in dealing with decertification for incompetence. Responsibilities of this nature are so grave that it is problematical whether we alone should assume them.

High on the list in matters of importance to our Association is accreditation of our schools. If we accept this recommendation of the Cameron Commission, new and different responsibilities will be placed upon members of our Association. We will become heavily involved in curriculum formation and principals and administrators will be more directly responsible to the public for dissatisfaction arising out of student placement, promotions, failures, and drop-outs. We will be no longer protected by the shield of departmental regulations and departmental examinations. Because accreditation will pose a Grade "A" professional problem, immediate consideration of the many aspects of accreditation must be undertaken.

The third major problem which I foresee in the future is expansion of the administrative organization of the Asso-

ciation. This is closely tied to the need for a new Barnett House. With the increased size of our membership, more staff time is required to maintain even the present level of per teacher services. An increase in publications to maintain our vital communications will have to receive due consideration. Our credit union will no doubt require increased space. The formation of specialist councils and other groups will demand that head office will supply organizational services and meeting facilities. As the teaching profession grows in number and respect, we will need a building that will reflect the dignity and importance of the teaching profession. Not only will expanded physical plant be required, but also we will have to continually re-evaluate the administration of our business organization.

In closing, permit me to say that in my years on the Executive Council, I have been tremendously impressed by the loyalty of the members of The Alberta

Teachers' Association to their professional Association, and with the wide range of Association activities in the professional field. It is this loyalty that has led to the growth and expansion of our Association in the past decade. Let me warn you that the next decade may put this unity to the supreme test. The problems faced by the Association up to this point in our development have been those which tended to unify us. In the future, divisive forces, both within and without the Association, may well tend to destroy this unity. We must dedicate ourselves to the task of assuring that our professional Association continues to encompass all those engaged in the profession of teaching in this province, so that we can speak with a strong, clear voice to the government and to the public in matters educational.

Thank you for the honor of serving as the president of The Alberta Teachers' Association.

ATA Scholarships and Professional Assistance

Scholarships

The Association offers annually eleven \$500 scholarships in education.

Three scholarships are offered to students who have completed their bachelor of education degree and are proceeding to post-graduate work in education. Four scholarships are offered to students in the Faculty of Education who are proceeding from their third to the fourth year. Four scholarships are offered to teachers with permanent certificates who have completed three years of the bachelor of education program and are proceeding to the fourth year by intramural study.

Applications for these scholarships must be received by the general secretary at 9929 - 103 Street, Edmonton by May 15. Forms are obtainable on request.

Professional Assistance Program

The Association provides loans, to a maximum of \$800, to teachers in need of

financial assistance, to enable them to continue their professional education through intramural study during a regular winter session at the University of Alberta, or at any other university whose standards are recognized by the University of Alberta.

Loans which are interest free, must be repaid within two years following the year in which they are issued. A minimum of \$200 must be repaid during the first year.

Applicants for professional assistance must hold a permanent Alberta teaching certificate and be entitled to admission to the second year (at least) of the bachelor of education program.

Apply to the general secretary at 9929 - 103 Street, Edmonton. Preference is given to applications received before May 15. Applications received after that date and up to August 31 may be considered in September.

Annual Report of the General Secretary

Administration

1. Membership

The number of teachers registered as members of the Association on November 30, 1949, November 30, 1958, and on November 30, 1959, is—

	1949	1958	1959
Life Members	198	395	439
Faculty of Education			
Edmonton	542	588	870
Calgary	207	280	442
Optional Members			
Faculty of Education	20	12	26
Correspondence School Branch	51	54	48
Others	—	4	23
Employed by school boards	6,088	10,301	11,255
Total	7,106	11,634	13,103

2. Organization

The Alberta Teachers' Association has 69 local associations and approximately 150 sublocals. Many locals have standing or special committees working on professional improvement and research projects.

The annual Association elections were held last Easter. The president and vice-president were elected together with six district representatives (one by-election).

3. Executive Council Meetings

The Executive Council, during 1959, met on the following days: January 17; February 12, 13 and 14; March 21; March 28; April 24 and 25; June 12 and 13; August 17 (evening); October 2 and 3; November 20 and 21; and Decem-

ber 11 and 12; a total of 16½ days, plus several evening sessions.

The elected officers and district representatives are spending more time and effort on Association business. The problem of taking more time away from the classroom is becoming of increasing concern. This is especially true of the officers who find it essential, in the interests of Association affairs, to attend conferences and conventions as well as the regular executive meetings. District representatives also find more call is being made on their time to attend local and sublocal meetings in their respective areas.

4. General meetings

The forty-second Annual General Meeting was held in the Macdonald Hotel, Edmonton, March 30, 31 and April 1.

5. Electoral ballots

Five electoral votes were taken at the 1959 Annual General Meeting. Four of these, amendments to By-laws 5, 16, 66 and 68, were approved by the required two-thirds majority and one by-law amendment dealing with councillor redistribution was defeated.

Three electoral ballots were presented for local consideration during the fall of 1959 and will be considered at this Annual General Meeting.

6. Disposition of resolutions

The table officers and Mr. McFetridge met with the Minister of Education during December, 1959 and subsequently with the Cabinet, to discuss appropriate Association resolutions and to urge vari-

- Membership hits all-time high—13,103
- Executive Council meetings—16½ days
- New building under investigation
- Professional development program accelerating
- Field service increasing
- Banff Conference organization changes



S. C. T. CLARKE

ous policy matters on the government. At the same time our concern was expressed about upgrading teacher education and certification. Our delegation was cordially received and our representatives were given a courteous hearing. Premier Manning requested that we make a study of the Cameron Commission report and advise his government as to our thinking about the recommendations contained therein.

Resolutions were also submitted to the University of Alberta, the Faculty of Education, and the Canadian Teachers' Federation.

7. The ATA Magazine

The ATA Magazine published ten issues during the calendar year of 1959. Current circulation of each issue is over 14,000 copies which are distributed to members, students in the Faculty of Education, MLA's and Alberta MP's, school superintendents, many school trustees, the daily and weekly press of the province, and others.

Costs of publication continue to increase in step with the growing circulation. Advertising revenue is up from the previous year because of an increase in rates. The magazine is operated as a non-profit venture and is the official organ of The Alberta Teachers' Association. Staff includes the editor, two associate editors, and an editorial assistant.

Magazine content is determined in large part by requirements of by-law, policy, or tradition. The magazine carries a considerable volume of official notices, reports, and regular features in each issue. Features such as "Q & A", "Profile", "The ATA News Beat", "Teachers in the News", "The Secretary Reports", and the editorial continue to be popular with the readers. During the past year, the magazine ventured into the field of four-color covers and color duotones. Considerable favorable comment has been received.

The editorial staff has endeavored to solicit more articles from Alberta teachers and some increase in the number of Alberta articles published has been noted.

In an effort to determine what the readers like and do not like, the staff is planning to make a readership survey in the spring of 1960. Results of the survey will be used to plan changes in content and format in the future.

8. Barnett House

The Association is undergoing steady expansion in the numbers of teachers to be served by its administrative branch in Barnett House. When our building was built, it served roughly 6,800 teachers. Today, that number has risen to over 11,000 and by 1970, we can expect well

over 15,000 members in the teaching force.

Publications difficulties have become the focus of the crowding problems that are becoming more acute. The Executive Council sought access to the rear of the building, with a deck for turning and parking. It first appeared that this would cost in the neighborhood of \$16,000, but complete investigation revealed that the figure was closer to \$30,000. This was out of the question, so investigations were made into the total expanding needs of the Association. These indicate

that our present building will be almost totally inadequate within a few years. As a result the Executive Council is investigating the possibility of a new building out of the downtown area on a main artery, with adequate parking space, delivery area, and floor space for expanding Association requirements, along with such other space as may be needed in the future. It is quite likely that we will require a building costing in the neighborhood of \$300,000. A full report of the Barnett House Committee is to be found in each councillor's kit.

Economic Welfare

9. Salaries and personnel benefits

Teachers' salary rates continued to increase in 1959. It is difficult to estimate the actual percent improvement in salaries paid to teachers because the preparation and experience of the teaching force is variable from year to year. One basis of comparison is, however, to note the upward trend from 1958-59 salary rates to those for 1959-60. The minimum salary rate in divisions and counties for teachers with one year of university preparation rose from \$2,634 to \$2,854, an absolute increase of about 8.4 percent. The average maximum salary rate for the same group rose from \$3,972 in 1958-59 to \$4,255 in 1959-60, or about a 7.1 percent increase. During the current school year, the average minimum salary rate in divisions and counties for teachers with four years of university preparation is \$4,330, up 8.3 percent from the 1958-59 average of \$3,997. Average maximum salary paid to this group is \$6,778, an increase of 10 percent over the previous average of \$6,160. Progression from minimum to maximum takes about ten to twelve years.

Urban agreements in Alberta indicate that city teachers receive lower minima and higher maxima. Experience increments are generally higher. By compari-

son with divisional and county scales, urban undergraduates are demonstrably better paid but graduate teachers are not. Most urban scales limit allowance for previous teaching experience and have not given full credit for service with the employing district. This lack of placement for teaching experience continues to be the worst feature of urban agreements and results in making city salaries much lower than what the scales appear to provide.

Allowances for administration and supervision have not kept pace with the substantial increase in the nature and extent of administrative and supervisory responsibility. There is a continuing deplorable lack of consistency between the views of what administrators and supervisors should do and what an adequate scale of allowance for such duties should be.

Most agreements in the province provide cumulative sick leave and a growing number provide sabbatical leave, compassionate leave, and some form of group insurance benefits. A recent trend has been the development of provision of time for professional preparation, investigation, and research.

During the past year, the Association has been involved in a total of 24 contract negotiation disputes. Of these,

eleven were settled at bargaining agent level, nine at conciliation, and two by conciliation board. Two remain unsettled; one is at conciliation level and one has been referred to a conciliation board. This aspect of teachers' economic welfare continues to place heavy demands on the services of staff officers.

The Association is continuing to work in improving competence in collective bargaining. The major features of this program are the Economic Seminar and area briefing schools. Integrated with these activities is an extensive communications system, including monthly economic bulletins and weekly progress bulletins issued during the period from March to June.

Continuous detailed contacts are maintained by the Association with other Canadian teacher organizations, and particularly the western teacher groups, in all matters affecting the economic welfare of teachers. The Association was represented this year in Winnipeg at the Western Salary Conference. Our organizational pattern in the field of collective bargaining continues to enjoy substantial recognition in Canada and in many areas of the United States.

10. Pensions Grievance Committee

A committee to investigate and press forward with grievances of Association members in matters of pensions was established in 1958. The committee met twice in 1959, on February 7 and December 5. In the February meeting, 14 grievances were considered, of which five were carried forward to the Board of Administrators, Teachers' Retirement Fund for reconsideration. For these five, the Board saw fit to amend its previous rulings and redress the grievances.

In the December meeting, the Grievance Committee considered eleven more cases. Of these, five will be put before the Board of Administrators for reconsideration. The committee is chaired by H. C. McCall of Stony Plain. Members are F. J. Edwards, Edmonton, Miss E. Jagoe, Calgary, G. S. Lachie, Lethbridge, and Lars Olson, Holden.

11. Pensions

During the last year a great deal of Executive Council and committee time has been spent in the study of pensions. The Board of Administrators, Teachers' Retirement Fund is revising By-law No. 1 of 1948, and has submitted draft proposals to the Executive Council for consideration. A joint meeting of the Board and Executive Council was held in January to discuss proposed changes. The major proposed amendments to the present by-law include: the right to count all pensionable service between the ages 30 and 68 to a maximum of 35 years irrespective of gaps in teaching service; reinstatement of pensionable service on repayment of contributions withdrawn at a probable four percent interest rate; changing the amount retained on withdrawal to a charge of \$10 per year of service rather than the retention of the first two years' contributions; and to allow pensioners to teach 80 days in any school year without loss of pension. These and other minor changes are still in draft form and require approval by order-in-council before becoming effective.

A special act, we hope, will have been approved before the Annual General Meeting convenes. This act proposes to establish a form of annuity for teachers entering the profession after age 50. It will be elective and provide an annuity purchaseable with the amount contributed by teachers at five percent of salary together with an equal contribution made by the Government of the Province of Alberta.

Several amendments are being proposed in *The Teachers' Retirement Fund Act*. These include: provision for including the teachers of the Lloydminster Separate School District under the Act, definitely outlining the terms for teacher representatives on the Board of Administrators, providing coverage under the Act for teachers employed as full-time members of the academic staff of the University of Alberta, and placing a maximum of 35 years for which a teacher must contribute to the Fund.

Field Service

12. Grievances and discipline cases

Each year the Association deals with a number of cases of teachers who feel they have been treated unjustly. Such grievance cases may involve as much as four or five days of a staff officer's time in investigating the circumstances surrounding the grievance, in visiting the various parties concerned, and in attempting to effect a fair and equitable settlement. During 1959, three teachers filed applications for Board of Reference hearings, all of which were withdrawn. Five principals or vice-principals were notified by their school board that their respective designations were terminated. In all of these instances the principals or vice-principals were reinstated. Five teachers in their probationary year protested their dismissal. Three teachers had complaints about improper transfer, two about unfair inspectors' reports, and another eight had miscellaneous grievances. Many other minor cases in terms of difficulty and effort required, also occurred.

It should be noted that there is an increasing number of salary grievances, that is, teachers who feel there is something unjust about the rate of pay which has been determined for them.

Executive Council has instructed staff officers that in dealing with grievances it is not the intention of the Association to protect incompetent teachers nor to impose such on classrooms and school boards. Also, it is not the business of staff officers to judge teacher competence but rather to consider the evaluations of those who are charged with this responsibility. Staff officers are required to avoid pre-judging and to make sure that fair, proper, and legal procedures are used throughout.

The Discipline Committee is chaired by Past President Castleton and its members include: Ada Fraser, G. S. Lakie, M. Skuba, and J. A. McDonald. During 1959, this committee held three meetings and heard five discipline charges. In one instance the Discipline Committee recommended the reinstatement of a teaching certificate which had been suspended for a year. Two cases were found not guilty on the basis of lack of conclusive evidence. In one instance the teacher's certificate was suspended until proof of fitness to operate in the classroom was forthcoming and in the remaining case the teacher was severely reprimanded and assessed \$100 of the costs of the hearing. It should be emphasized that the investigation preceding a discipline case very frequently takes up several days of Mr. Eyres' time. In addition a number of discipline charges are investigated which, for lack of sufficient evidence, are not referred by Executive Council to the Discipline Committee.

13. Services

During 1959, staff officers spent a total of 367 days in committee meetings of various kinds, including executive meetings, for an average of 73 per staff officer. They spent a total of 34 days in grievances away from the office, and 155 days on conferences for an average of 31 per staff officer. Conventions added up to 68 days for an average of 13.6 per staff officer. Saturdays spent at meetings, conferences, and the like totalled 122 for an average of 24.4 per staff officer. Total mileage travelled by car was 58,445 with an average of 11,689 per staff officer, and by airplane 70,075 miles for an average of 14,015 per staff officer.

Education Liaison Within the Province

14. Seminar on grants

Our Association has been for some time cooperating with the Alberta School Trustees' Association in the study of

school grants. A pamphlet entitled "School Grants" produced by the Division of Educational Administration at the University of Alberta was prepared

for the two organizations. In October, 1959, a three-day seminar was held in Banff. There, by panel and discussion, the present grant structure with its strengths and weaknesses was carefully scrutinized. The general outline of a foundation program proposal was presented. All agreed that equalization of basic educational services is desirable. Our own representatives are quite concerned that the grant structure should encourage school boards to employ experienced teachers who are well qualified, if this can be accomplished without any implication of a provincial salary schedule. It is the intention of the Executive Council that there be continued participation on our part in the study of school grants.

15. Labour Management Conference

The Association was represented at the Labour Management Conference called by the Minister of Labour to discuss proposed amendments to *The Alberta Labour Act*. The Executive Council is concerned about the proposed amendment to Section 99 which states that in any dispute where the "health and welfare of the people of the province, or of some of them, is in serious jeopardy", the Minister of Labour may establish a procedure and settle the dispute. Strong protests over the inclusion of the word "welfare" have been placed before the Minister of Labour.

16. Collective Bargaining Seminar—University of Alberta

The Association was represented at a Collective Bargaining Seminar held at the University in October. The chief consultant was Mr. S. K. Learie, Q.C., of the Niagara Industrial Relations Institute. The seminar consisted, almost exclusively, of management representatives. Techniques valuable to the Association were noted and have since been instituted.

17. Joint Committee

A portion of the executive of the teachers' and the trustees' organizations met twice in 1959 as a joint committee.

The presidents, the secretaries, and for The Alberta Teachers' Association the vice-president and past president are included in the representation. Topics of discussion are those of mutual concern and have covered such matters as the trustees' request for earlier dates of resignation and dismissals, our request that all school boards be permitted to contribute to group insurance and health schemes, school grants, a survey of teacher housing, collective bargaining procedures, and the definition of a school. During the November meeting of this joint committee proposed legislative changes are discussed. When agreement can be reached with the trustees there is usually a good chance that proposed legislation may be adopted.

18. Coordinating Committee

The members of the joint committee mentioned above meet with representatives of the Department of Education as the Coordinating Committee. In 1959, this committee met twice to consider legislation. Any one of the three organizations represented may propose legislative changes. In practice, a large number is proposed by the Department of Education. It usually requires two meetings for a thorough and careful consideration and reconsideration of proposed amendments to *The School Act* and the *Revised General Regulations of the Department of Education*. In 1959, we suggested an amendment to section 372, subsection 3 of *The School Act* which served to clarify the procedure in the termination of designation of principals and vice-principals. We also gave considerable thought to a proposed addition to section 350 of *The School Act* which would permit school boards to suspend teachers for reasons of physical or mental health. This matter was set aside for a year for further study.

19. Home and school

Close liaison continues to exist between The Alberta Teachers' Association and The Alberta Federation of Home and

School Associations incorporated. Mrs. Saville represented The Alberta Teachers' Association at the 1959 Banff Conference of the Home and School Association, and Mr. Ingram acted as consultant for the curriculum section of this workshop. Mr. Ingram has also served as a consultant on the Home and School TV Committee. Most staff officers of the Association have addressed home and school local associations on a variety of educational topics.

20. In-service Education Committee

During the past year, two meetings of the In-service Education Committee have been held for the purpose of exchanging ideas and information on in-service education programs as well as to facilitate their expansion. The In-service Education Committee has endorsed the idea of specialist councils organized under The Alberta Teachers' Association and believes that a valuable contribution of these councils will be in initiating in-service education projects such as summer seminars in the various subject areas. The In-service Education Committee consists of representatives from The Alberta Teachers' Association, the Department of Education, the Faculty of Education, the Faculty of Arts and Science, the Alberta School Trustees' Association, and representatives from

the Edmonton and Calgary school systems. The Alberta Teachers' Association is represented on this committee by E. J. L. Guertin and E. J. Ingram.

21. Meeting with school secretaries

Dr. Clarke and Mr. McFetridge attended a meeting of the executive of the Alberta School Secretaries' Association to discuss the feasibility of a teacher's record book. As a result, a resolution is before this Annual General Meeting for discussion. The Executive Council is forwarding this resolution with no recommendation and at the wish of the ASSA executive.

22. ASTA Convention

The Association was represented at the annual Alberta School Trustees' Association Convention in 1959. Mr. Staples, our president, was given a place on the agenda, and spoke of the improvement in relationships between the two associations. He stressed the importance of the changed and enlarged enrolments in the Faculty of Education this year, and pointed to this as a major sign of the improvement in the status of the teaching profession. The trustees defeated a resolution calling for the provincial government to establish an independent commission to formulate a provincial salary schedule for teachers.

Education Liaison Beyond the Province

23. Western Conference of Teacher Organizations

This conference is held annually and its purpose is staff training through the exchange of ideas. The president, general secretary, and one other executive assistant from each teacher organization usually attend. This year the theme of the conference was professional development or those activities of the teacher organizations designed to improve the competence of teachers. It was clear at the Saskatoon meeting that each teacher organization spent somewhat less than half of its time and energy in pro-

fessional development activities. It was also clear that each organization was concerned about increasing this particular effort. Considerable time and thought was given to the possibility of cooperation between the western associations in programs of professional development. The president and the director of the Canadian Teachers' Federation showed considerable interest in this sort of cooperative activity. One afternoon session was devoted to research and coordination with the CTF research division. Next year's conference is planned for Alberta.

24. Western Canada Conference on Teacher Education

Each year this conference is held in one of the four western provinces. Typically the presidents and secretaries of teachers' organizations attend, the registrars of the Departments of Education, the coordinators of teacher education and the dean of the Faculty of Education or the principal of the teachers' college. In 1959, this conference was held in Winnipeg. It serves to facilitate more uniform certification in the western provinces and to bring the teacher organizations' viewpoint on teacher education before the other interested bodies. The 1959 conference considered the following four topics:

- role of the demonstration school in teacher education,
- role of the practising teacher in teacher education,
- preparation of teachers for administrative tasks in which all teachers participate,
- role of teacher education institutions in in-service education of practising teachers.

The 1960 conference to be held in Vancouver will have as its major theme "The Royal Commission reports' recommendations on teacher education".

25. Canadian Teachers' Federation

The November, 1959 issue of *The ATA Magazine* contains an article on the Canadian Teachers' Federation. During 1959, a crisis in the affairs of this organization was precipitated when Ontario did not accede to the raising of the fees from \$1 per member to \$1.25 per member. This resulted in a special conference to review the functions of the Canadian Teachers' Federation. The Alberta Teachers' Association called together five of its past presidents as a committee to advise on this matter and found the services of this committee so useful that it has been constituted a standing committee on Canadian Teachers' Federation affairs.

In the spring of 1959, the Federation held a seminar on public relations which

brought together representatives from teachers' organizations across the Dominion. This seminar is in line with our Association's views of the functions of the Canadian Teachers' Federation.

The 1960 Canadian Teachers' Federation annual meeting will be held in Winnipeg. It is to be hoped that with an agreed list of functions, the Federation can now look forward to clear sailing.

26. Canadian Education Association

The Canadian Education Association annual conference was held in Saskatoon in September, 1959. Most of the delegates are from departments of education or are administrators of large school systems. In addition, each teacher organization tends to send its president and general secretary. This year's conference included a concurrent section on educational research, an excellent panel on reading and an address by Dr. J. W. T. Spinks, president of the University of Saskatchewan. One of the most valuable features of the conference is the opportunity for informal discussions with superintendents and Department of Education officials from across the Dominion.

27. Association for Supervision and Curriculum Development

In 1959, Mr. Arnold Henderson and Dr. Clarke were the delegates to this conference. Since it includes representatives from all over the United States, it is an excellent place to discover what are the latest trends in education in that country. Last year, special attention was paid by your Association's delegates to merit pay, to teacher aides, to underachievement, to grouping, to research, and to the new mathematics. Your general secretary was able to inform the Executive Council and other interested persons of the latest thinking in these matters. Since it is a well-known fact that many educational trends which are developed in the United States later show up in Alberta, attendance at this conference can be most useful.

28. British Columbia Teachers' Federation Workshop

Norman Bragg represented the Association at the British Columbia Teachers' Federation workshop held in Nelson at the same time as our own Banff Conference. This conference dealt with the problem of what constitutes a profession and how teachers qualify as professional personnel. One section of the conference outlined the functions and the duties of the various supervisory personnel in British Columbia. Of considerable interest to the British Columbia Teachers' Federation is the work being done by local associations, particularly, in the curriculum field. The conference is held at the Notre Dame College in Nelson. Two entire motels were reserved for teachers and their families. In this way our representative was able to meet a small number of teachers quite intimately. This perhaps has some advantage over the dormitory type of accommoda-

tion. We trust that future visits will maintain a steady interest in our mutual problems.

29. NEA salary school

F. J. C. Seymour attended the National Education Association Second National School for Teacher Salary Scheduling, held in Washington, D. C., November 11-14, 1959, as keynote speaker and guest consultant. He presented a paper on the Alberta approach to teachers' economic welfare to delegates representing every state in the United States and acted with the NEA defence counsel as a team in workshop sessions. His major address has been widely quoted in NEA and state teacher publications. During his stay in Washington, Mr. Seymour held talks with senior officials of most of the departments of the National Education Association and with Dr. William G. Carr, executive secretary.

Professional Development

30. Library

The Alberta Teachers' Association Library contains 1,500 volumes which are available on loan to any member of the Association. Postage is paid both ways on all books. A copy of the library catalogue is available upon request. During 1959, approximately 400 books were loaned from the library as compared with 250 the previous year. For the past year, the Library Committee and Executive Council have been negotiating with the University of Alberta to have the facilities of the Education Library made available to all Alberta teachers on the same basis as the Association library now operates. Unfortunately, because of space and staff shortages, the University was not able to provide these services. The Library Committee and your Executive Council is now preparing other plans to improve library services and bring the library up-to-date. It is hoped that by this time next year the library will be revamped and a new catalogue available.

31. Scholarships and loans

The following Association scholarships were awarded for 1959 on the basis of Policy Resolution 16.01: Clarence Sansom Memorial Gold Medal and Clarence Sansom Scholarship in Education, Ross Eugene Traub; John Walker Barnett Scholarship in Education, Frederick Enns; Milton Ezra LaZerte Scholarship in Education, Raymond Andrew Christenson; Cedric Oliver Hicks Scholarship in Education, Walter Riedel; John Macdonald Scholarship in Education, Miss Mary Ann Hancock; Hubert Charles Newland Scholarship in Education, Miss F. K. Gay Gallivan; Thomas Edwin Adelbert Stanley Scholarship in Education, Lawrence Edward Rappel; Mary Roberta Crawford Scholarship in Education, Miss Marjorie J. Clark. The remaining three scholarships were not awarded.

Three scholarships are offered to students taking post-graduate work in education during a regular winter session at any university recognized by

the University of Alberta. Four scholarships are offered to students in the Faculty of Education, University of Alberta, who are proceeding from their third to the fourth year. Four scholarships are offered to teachers with permanent certificates who have completed three years of the bachelor of education program and are proceeding to the fourth year of the program by intramural study.

The \$2,400 Alberta Teachers' Association Fellowship in Education is offered to residents of Alberta, who are members of the Association, and who are admitted to the School of Graduate Studies of the University of Alberta for intramural study at a regular winter session on a doctoral program in education. The deadline for applications, which must be filed with head office of the Association, is March 15.

This is a new fellowship offered for the first time for a regular winter session in the 1960-61 academic year in the Faculty of Education, University of Alberta. It was approved at the last Annual General Meeting. It is open to students who wish to do doctoral work in any one of the four divisions of the Faculty of Education. The fellowship is awarded for a year and can be allocated to the same person for a second year.

The Alberta Teachers' Association Professional Assistance Program provides interest free loans to a maximum of \$800 to Alberta teachers holding permanent certification and a satisfactory university record who wish to further their professional education during a regular winter session at any university recognized by the Faculty of Education, University of Alberta.

Under The Alberta Teachers' Association Professional Assistance Program, six loans were granted for the 1959-60 university year to a total of \$3,500, which amount exhausted the funds available for loans as of October 1, 1959. Several applications for loans therefore had to be turned down because of insufficient funds. In the previous three years, a total of \$12,000 was granted in loans. The Professional Assistance Fund avail-

able for loans amounts to \$10,000, but, as indicated above, most of this is out on loan at any one time.

32. Research

The Alberta Advisory Committee on Educational Research, organized in 1954, has continued to expand its research work with the Faculty of Education, the Department of Education, The Alberta Federation of Home and School Associations Incorporated, the Alberta School Trustees' Association, and The Alberta Teachers' Association as cooperating organizations.

The Alberta Journal of Educational Research is published quarterly at a subscription rate of \$3. Newsletters and monographs are published at intervals as material and finances permit.

The Alberta Teachers' Association maintains a trust fund for research into which is paid the amount of \$1,000 annually out of general revenue. The interest on this fund may be used for research. The Executive Council makes an annual grant of \$1,500 to the Alberta Advisory Committee on Educational Research, part of this being allocated to the current account and the remainder to the capital account.

During 1959, local associations of The Alberta Teachers' Association contributed a total of \$413 to the Alberta Advisory Committee on Educational Research. During the previous year a total of \$659 was contributed.

If the recommendations of the Alberta Royal Commission on Education are adopted, more funds for research will be made available and the educational research organization at the University of Alberta will be reconstituted on a more formal basis.

In addition to its assistance to the Alberta Advisory Committee on Educational Research, The Alberta Teachers' Association has undertaken research projects on its own as well as in co-operation with other groups. The Association is presently conducting a pilot project in public relations, and in co-operation with the Alberta School

Trustees' Association and the Department of Education is conducting a study of teacher housing.

Local associations, sublocals, and school staffs have also been encouraged to initiate action research projects. The public relations bulletin mentioned elsewhere in this report is partially devoted to encouraging and assisting locals, sublocals, and school staffs in research activities.

33. Conventions

Sixteen conventions were held during 1959-60. The Association guest speakers were: Dr. Lester Ball, Dr. E. W. Buxton, Senator Donald Cameron, Professor W. B. Dockrell, Dr. John MacDonald, Dr. Van Miller, Dr. Hollis Moore, Dr. Fred T. Tyler, Dr. L. Vredevoe, and Dr. W. H. Worth.

The Department of Education and the Faculty of Education were represented at each convention, and the Association was represented by one or more district representatives or elected officers and a staff officer. Themes for conventions in general dealt with professional improvement along the lines of "Changes in Methods of Teaching", "Curriculum in Action", and various other topics dealing with or arising out of the report of the Cameron Commission.

34. The ATA Banff Conference

The eleventh Association conference was held in the Banff School of Fine Arts, Banff, during the week of August 16-22, 1959. Fifty-six delegates representing 54 locals attended the general course and 19 registered in The Alberta Teachers' Association Publications course. In addition, six Executive Council members and nine guests attended the general course.

The consultants were: Alberta Teachers' Association Policy and Administration, Mrs. Inez K. Castleton, past president, The Alberta Teachers' Association, Calgary; Curriculum Development, Dr. Herbert T. Coutts, dean, Faculty of Education, University of Alberta, Edmonton; Educational Publicity and Public Rela-

tions, Ernest J. Ingram, executive assistant, The Alberta Teachers' Association, Edmonton; Group Dynamics, Frank Anderson, principal, Puget Sound Junior High School, Seattle; Alberta Teachers' Association Publications, Dr. Theodore Peterson, dean, College of Journalism and Communications, University of Illinois, Urbana, Illinois.

The following representatives from other organizations were in attendance: Ed Borth, Alberta School Secretaries' Association; A. B. Evenson, Department of Education; Dr. G. L. Mowat, Faculty of Education; Mrs. Marjorie Tory, The Alberta Federation of Home and School Associations Incorporated; Fred Nakonechny, Saskatchewan Teachers' Federation; Cyril Pyrch, Alberta School Inspectors' Association; Mrs. C. B. Andrews, Alberta School Trustees' Association; Mrs. Hazel Hodson, British Columbia Teachers' Federation; J. E. Sigurjonsson, Manitoba Teachers' Society.

A panel discussion on school law as it applies to teachers, an address by Dr. Ted Peterson, the Thursday afternoon excursion, and the square dance rounded out the week.

Plans have been made to hold the twelfth annual conference at the Banff School of Fine Arts during the week of August 14-20. The program has been revised and will consist of three topics: Alberta Teachers' Association Policy and Administration, Curriculum, and Publicity and Public Relations. Each of these topics will be for four days' duration with two additional general sessions.

The original organization of the Banff Conference was for the purpose of informing as many members as soon as possible about Association affairs. During the last 11 years, probably over 500 of our members have attended the Banff Conference. For some years, there has been talk of revising the courses so that a more intensive program could be offered. This was formally requested in two resolutions submitted to the 1959 Annual General Meeting and a committee was appointed to study the matter.

The Executive Council later directed that the revision be made. The purpose of the courses will be to develop leadership, and the Executive Council wishes to impress on locals the necessity of sending delegates who are vitally interested in each topic and who will become active local members.

In order to make it possible for all locals to send one delegate and at the same time, over a period of years, have a member or members conversant in all topics it was necessary to cycle local attendance. Consequently, local associations have been divided into three groups. At the end of three years, locals will have had someone attend each of the three courses. Some deviation from this is allowed in making it possible for the large city locals to send more than one delegate each year.

35. Improvement of Instruction series

During 1959, The Alberta Teachers' Association has published three monographs in its series on the Improvement of Instruction. These are: *Action Research* (a guide to curriculum improvement) by E. J. Ingram; *The Improvement of Written Language Through Action Research* by R. D. Armstrong; and *Helping the Underachiever* by Dr. D. J. Chabassol. Two monographs, both on reading, are scheduled for publication later this year. Five additional monographs in the series are being prepared for publication during the 1960-61 school term. Any or all of these monographs are available to Alberta teachers on request.

In addition to the series on the improvement of instruction, a series of five monographs on problems of education will be prepared for the 1960-61 school term. The purpose of this series is to provide teachers with information not readily available from other sources.

36. Curriculum

The Alberta Teachers' Association has expanded its activities in curriculum development during 1959. Many action research projects have been conducted by local associations, sublocals, and

school staffs. In addition to local activities, the Association itself is represented on several departmental curriculum committees. These include: General Curriculum Committee, Elementary Curriculum Committee, Junior High School Curriculum Committee, High School Curriculum Committee, High School Entrance Examinations Board, High School and University Matriculation Examinations Board, Joint Committee to Co-ordinate University and High School Curricula, Audio-Visual Aids Committee, Radio Committee, Board of Teacher Education and Certification, and Coordinating Committee.

The Alberta Teachers' Association Curriculum Committee consists of the Association's representatives on the various departmental committees. The work of this committee consists of investigation of all resolutions submitted to it by each Annual General Meeting, and reporting on these to the following Annual General Meeting. It also reviews current curriculum resolutions prior to their presentation to an Annual General Meeting.

The Curriculum Committee can also recommend curriculum studies to the Executive Council. During January, 1960, the Curriculum Committee made an exhaustive study of the curriculum sections of the report of the Alberta Royal Commission on Education. This study has resulted in a number of executive resolutions to be brought before this Annual General Meeting.

37. Public relations

During 1959, the public relations activities of the Association have been incorporated more closely with the other professional development projects, because of our conviction that public relations depends in the final analysis upon the overall activities and actions of the Association.

Each year, The Alberta Teachers' Association sponsors the official opening of Education Week. This year, the ceremonies were held in Red Deer. Senator Donald Cameron was invited to deliver

the keynote address. The Association also sponsors an annual dinner for teacher and ex-teacher MLA's. The vocations information folder prepared by the Association in 1958 has received widespread distribution. During 1959, over 30,000 copies were distributed to high school students throughout Alberta. The career in teaching leaflet first published in 1958 has been revised and is available to all interested persons upon request.

The public relations pilot project reported last year is now nearly completed. The results should be available by late 1960 or early 1961.

The public relations bulletin published quarterly contains information and suggestions for conducting public relations

and education programs at the local level. This bulletin is mailed to principals of multi-room schools, secretaries of local associations, public relations chairmen of local associations, superintendents of schools, and various Department of Education and Faculty of Education officials.

A catalogue of public relations and curriculum materials available from the Association library and other sources is available upon request.

Requests for field services in public relations and professional development continue to expand, but because of the increasing activities of the Association in all areas, many of these requests cannot be met.

Notice regarding Application for Pension by Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically, and that it is necessary for them to make application.

All teachers who plan to retire as at June 30, 1960 are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office before **September 1, 1960** if pension is to begin as of September 1 (see 9[f]). The application forms may be obtained from the office of the **Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.**

**Board of Administrators
Teachers' Retirement Fund**

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of 60 years and who has completed not less than 15 years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

DEPARTMENT OF EDUCATION



Official Bulletin

No. 202

Examination in Social Studies 30

The following changes will be made this year in the essay question on Social Studies 30:

■ Two short essays will be required instead of the one long essay of former papers.

■ Each essay will have a possible value of 20 marks and will be evaluated according to the simplified scoring plan given below.

The changes are being made to achieve a greater degree of fairness and uniformity in the marking of the essays and

Essay Evaluation Sheet

	Possible Marks			Student's Score
	Poor or Lacking	Average	Above Average; Superior	
A. CONTENT AND ORGANIZATION: Suitable introduction	0	1	2	
Points clearly expressed (supported by reasons) (Check: 1 1 1 1 1 1)	(as checked up to a total of 7)			
Organization (Evidence of plan)	0	1	2	
Suitable Conclusion (A finished work)	0	1	2	
B. LANGUAGE AND COMPOSITION: Vocabulary: Choice of words, terms, or figures of speech	0	1	2	
C. CORRECTNESS OF WORK: Errors in spelling (Check: 1 1 1 1)	(4 plus) 0	(1 to 3) 1	(None) 2	
Errors in grammar or syntax: (Check: 1 1 1 1)	(4 plus) 0	(1 to 3) 1	(None) 2	
Errors in punctuation: (Check: 1 1)	(Any) 0	(Any) 0	(None) 1	
	SCORE (13)		Possible 20	Student's

to give the students a greater opportunity to express themselves in their written work.

Examination in English 30

In response to a request for a ruling concerning the acceptability of certain forms of spelling and usage on the English 30 examination, teachers are hereby advised that the *Guide to Modern English* by Corbin, Perrin and Buxton, *An English Handbook* by Scargill and the dictionaries listed on page 32 of the *Senior High School Curriculum Guide for Language and Literature* are to be considered as authoritative references. If the references are not in agreement concerning a given item, the different forms will be accepted as alternatives.

Ontario summer course

The Ontario Department of Education proposes to offer a summer course entitled "Advanced Course for Teachers of English as a Second Language to Adults". The course is intended, primarily, to prepare teachers for the instruction of adult newcomers to Canada. The course commences July 4 and extends to August 5, 1960.

Transportation charges and registration fee will be paid by the Department of Citizenship and Immigration.

Those interested should apply to the Department of Education, Edmonton, Alberta, by the first of May. Applications should include teaching background and experience.

In Memory

Name	Last Employment	Date of Death
Viola A. Bendiksen	Edmonton S.D. 7	Oct. 2, 1959
*Kathleen Bolch	Ponoka S.D. 34	Oct. 9, 1959
Ernest E. Culley	Calgary S.D. 19	Aug. 3, 1959
Lorna J. Ferguson	Calgary S.D. 19	Sept. 1, 1959
*Amy W. Fillmore	New Vegreville S.D. 1480	Dec. 6, 1959
Donald H. Gilchrist	Castor S.D. 27	Dec. 9, 1959
*Abigail F. Haslam	Edmonton S.D. 7	Jan. 30, 1960
*Norman A. Houghton	Killam S.D. 22	Nov. 29, 1959
Evan H. Kelly	Castor S.D. 27	Nov. 13, 1958
*Minnie L. Legate	Drumheller S.D. 2472	Dec. 7, 1959
George Lepp	Warner County 5	Nov. 20, 1959
Catherine I. Moody	Stony Plain S.D. 23	Feb. 2, 1960
*Ethalinda A. Morrison	Edmonton S.D. 7	Dec. 21, 1959
Charles G. Murray	Edmonton S.D. 7	Feb. 6, 1960
Helen Genevieve Partridge	Lethbridge S.D. 51	Nov. 24, 1959
Evelyn Pearson	Camrose S.D. 1315	Nov. 30, 1959
Floyd M. Strong	Three Hills S.D. 60	Nov. 11, 1959
*William T. Tait	Edmonton S.D. 7	Oct. 31, 1959
John G. Third	Three Hills S.D. 60	May 25, 1959
*Elizabeth White	Lethbridge S.D. 7	Dec. 16, 1959

*Pensioners

THE UNIVERSITY OF BRITISH COLUMBIA

IN

SUMMER SESSION, 1960

JUNE 27 to AUGUST 12

DEGREE COURSES: B.A., B.Ed., B.P.Ed., M.A., M.Ed., B.Com., B.H.E.

CREDIT OFFERINGS will total 174 courses and sample many fields, e.g.

Descriptive Inorganic Chemistry	Choral Music
Ancient History	Basketball, Tennis, Track and Field
Chaucer	European Governments
Fiction Writing and Criticism	Children's Theatre
International Trade	School Finance
History of Art	Speech Correction for Classroom Teachers
French Literature of the 16th Century	Comparative Education
Commercial and Industrial Geography	Teaching Mentally and Physically Handicapped
Canada After 1867	Methods of Adult Education
Readings in Italian	Evaluation and Individual Tests
Topics in Geometry	

A full calendar statement of all Summer Session offerings is available on request from The Registrar.

DATES AND REGISTRATION REGULATIONS

Registration by mail or in person before June 1 is requested.

Applications for registration made after June 1 will be accepted if there are vacancies in the classes to which admission is sought and will be subject to a late-registration fee of \$5.

The last permissible date for registration is June 27 which is the first day of lectures.

SUMMER SCHOOL OF THE ARTS — THEATRE, MUSIC, ART, DANCE — JUNE 27 - AUGUST 20

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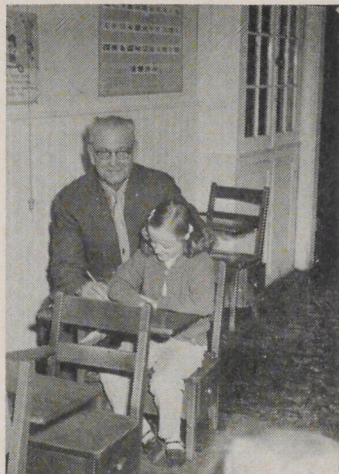
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PROFILE

The Craven School, built in 1920 to replace the original log building of 1908, stands back from the sweep of the correction-line road south and west of Barrhead. We left the highway and turned into a grassy trail through the school yard, soft with spring thaw, and stopped in front of the white frame building, set against silent poplars asleep in the April sunshine. At the east side of the school clearing stood the neatly-stacked woodpile, guarded by the stiff sentinel hand pump. The bare poplars dozed silently around the three remaining sides of the yard, spilling forward in thinning ranks toward the softball diamond at the front. As we gathered up our camera from the back seat, the fragrant tang of woodsmoke from the school's iron stove drifted into the car, along with the murmur of voices from the open school door.

Jack Harris stepped from the school he has served for 47 years to welcome us. At 69 years of age, he is still tall and straight, keen of eye and ear, alert and agile, and with the ineffable something about his speech and deportment that tells you that he graduated from an English grammar school. Together we went into the neat classroom where 22 students from Grades I to IX worked quietly in their seats. The three beginners were enjoying their play period with plasticine, two Grade IX students diagrammed the lift-pump, and a Grade VI boy struggled with the mysteries of the past participle. Once the picture-taking was over, the class ended the school day with a singing period. After the warm-up scales, the children sang, appropriately off-key, in three tremulous parts, "Spring is Coming", and Brahms' "Lullaby", and finally, "God Save the Queen".

After the last little student had gone, waving shyly, we went down the road to



The greatest thing . . .

*. . . is to have the respect
and friendship*



the snug teacherage-farmhouse for a cup of strong tea, served by Mrs. Harris, who had come over from Southampton as a war bride in 1919. From his favorite easy chair, Mr. Harris told us he had been raised in Sussex, the son of a headmaster in the county's schools. He had taken up the profession himself, and after teaching for three years in England, had emigrated to Canada in 1913, leaving his bride-to-be in the Old Country. He took a teaching position in Craven in this year, but 1915 saw him back in England as a Lieutenant in the Irish Fusiliers. At the end of three years of active service, he was severely wounded near Drury in 1918, and invalided back to England where he received his discharge in July, 1919. He returned to his teaching position at Craven with his bride, and he and Mrs. Harris have given their energies and service to the community ever since.

We asked them for the highlights of their long stay in the district, and they both agreed that the naming of the new \$240,000 junior high school in Barrhead in honor of Mr. Harris topped the list. "I think the greatest thing about our years in the community has been the

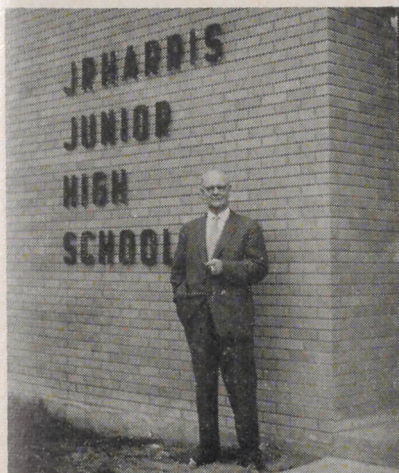
feeling that we are among friends," Mr. Harris reflected. "The naming of the school in my honor means a great deal to us both because it expresses the respect and friendship of the community for my services here. I am deeply grateful for this." Mrs. Harris spoke of the Christmas concerts for which her husband's school has been so famous, and of their daughter who was also a teacher, and of their son who farms Mr. Harris' original holding in the district.

They both expressed appreciation for the banquet held in their honor on the day of the official opening of the new school. "My fellow teachers in the Barrhead ATA Local sponsored this event, and presented me with a pen and pencil set," Mr. Harris said. "The school committee of the county presented me with an engraved wrist watch. I shall always keep them as happy reminders of my long stay in the district."

We drove by the Craven school on our way back. Deserted now, it rested quietly in the early evening light against its backdrop of trees, as if waiting for an old friend who would come in the morning.

—J. D. McFetridge

... of the community



Grade XII Summer School for Teachers

The special six-week summer session for teachers with matriculation deficiencies, sponsored by the Department of Education with the University of Alberta, will be held in Edmonton on the university campus from July 4 to August 13, 1960.

Full particulars of courses available, registration fees, course loads, and application forms may be obtained by writing to the Coordinator of Teacher Education, Department of Education, Edmonton.

Registrations are required not later than April 30.

THE ATA NEWS BEAT

Career events

The Association has been playing an increasing part in the career events sponsored jointly by the schools and by the guidance branch of the Department of Education. Mr. McFetridge presented the profession of teaching at career events in Didsbury, Crossfield, Okotoks, and Forest Lawn, while Mr. Ingram spoke at Two Hills, Mundare, Stony Plain, and Warburg. Both report that attendance has been good in their section, and that students interested in teaching as a career are from the superior ranks. District representatives and staff officers will be asked to carry an increasing share of the task of presenting teaching as a career at these events. The Association is pleased to cooperate with the Department of Education in this worthwhile venture.

Meetings and conferences

Dr. Clarke and Mr. Ingram attended the Association for Supervision and Curriculum Development Conference in Washington, D.C., March 6-10. Dr. Clarke returned via Ottawa to attend a meeting of a spade work committee which had been assigned the task of codifying the Canadian Teachers' Federation national policy statement. Mr. Eyres attended a meeting of the Board of Directors of the ATA Credit Union in Calgary on March 8, and on March 15, a meeting of the directors of the Leadership Course for School Principals. Dr. Clarke, Mr. Seymour, and Mr. McFetridge have attended several meetings called to consider collective bargaining. Mr. Eyres on March 5 attended a meeting to consider reorganization of the Edmonton District Conventions. Mr. Ingram attended a meeting of the Scholarship and Loan Committee which selected the recipient for the ATA Fellowship. On March 3, he participated in an executive meeting of the Alberta Education Council, and on

March 22, in a planning meeting for an educational TV conference.

BCTF curriculum seminar

Mr. Ingram attended a curriculum seminar of the British Columbia Teachers' Federation held on March 19 and 20 in the BCTF office and participated in the presentation of the program. The purpose of the seminar was to provide leadership training for the BCTF curriculum committee and specialist associations. It was also designed to get opinions concerning the part the BCTF should play in curriculum development.

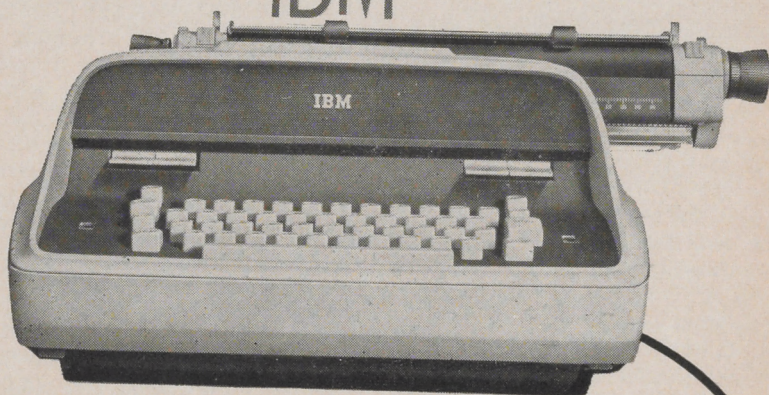
Approximately 60 people attended the seminar. This group consisted of the BCTF curriculum directors and the curriculum committee, the president and one representative from each specialist association, and representatives from the Department of Education and the Faculty of Education.

Mr. Ingram reported that the British Columbia Teachers' Federation handles curriculum resolutions differently than we do in Alberta. Curriculum resolutions in British Columbia do not ordinarily go to the annual meeting. All curriculum resolutions are channelled through the curriculum committee for study and recommendation. The curriculum committee generally has the appropriate specialist association study the curriculum resolution. The recommendation of the curriculum committee is implemented unless a protest is registered by one or more local associations. A local association can take its curriculum resolution to the annual meeting if it is dissatisfied with the recommendation of the curriculum committee.

Grievances

The Association is finding an increasing role in the settlement of grievances which sometimes arise between members of the Association serving on the same

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school staff. During March a very serious grievance arose over principal-teacher relationships. The school board concerned asked the assistance of the Association in attempting a settlement within the ranks of our membership in an effort to prevent the necessity of arbitrary action by the board. After a thorough investigation of the whole matter, which consumed most of three days, the ATA representative was able to bring down recommendations to the two parties which were designed to prevent an open rift from developing. Recommendations were also made to the board which, it is hoped, will prevent a recurrence of the difficulty.

Field service

Mr. Staples, Mr. Seymour, Mr. Eyres, and Mr. McFetridge were present at the ceremonies which opened Education Week at Red Deer on March 7.

Dr. Clarke spoke to the combined executives of the Calgary Public and Calgary Separate Locals on March 16. From there he went to a teachers' institute at Stirling and spoke on child psychology, guidance, and the report of the Cameron Commission. On March 22, he spoke to the Education Undergraduate Society in Calgary on the role of The Alberta Teachers' Association in education.

Mr. Seymour, Mr. Eyres, and the chairman of the ATA Pension Committee, Hugh McCall, met the Minister of Education on March 4 about pensions. Mr. Seymour spoke to the Tofield Home and School Association, March 9, on the report of the Cameron Commission. Conciliation meetings occupied Mr. Seymour's time in several widely separated points.

Mr. McFetridge attended the annual

meeting of the Provost Local on March 12 and gave the banquet address on the Cameron Commission report. He spoke, on March 28, at a teachers' institute at Foremost on the teacher's role in the supervisory process.

On March 14, Mr. Eyres spoke to the Bashaw Sublocal on liability insurance and *The School Act*. He also spent several days investigating a discipline charge.

Mr. Ingram participated in a panel on the Cameron report on March 2 at the Edmonton So-Ed Club, and on March 24, attended a meeting of the Thorhild Local public relations pilot project planning committee. On March 30, he addressed a meeting at St. Paul on professional development.

Preparations for 1960 AGM

Mr. Eyres' work arranging for the Annual General Meeting is spread over several months, beginning with notices to locals sent out early in the fall and ending with the meeting itself. The heaviest load, however, comes in February and March. During this period all resolutions must be prepared for printing. Local resolutions are referred to the pension, curriculum, and resolutions committees for consideration. All reports and other materials are edited and the *AGM Handbook* printed. This takes from two to three weeks. In addition, the voters' list is prepared and mailed to each teacher. Arranging for nominations, printing, and distribution of ballots requires considerable time. Then all arrangements with the hotel must be made as well as contacts with fraternal delegates and other guests invited to attend our sessions and the banquet. All of this work has kept Mr. Eyres busy during the month of March.

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NEWS FROM OUR LOCALS

Annual meeting held by Correspondence School Branch Local

Berthold Figur was reinstated as president at the annual meeting of ATA Local No. 64 held in Robertson United Church on March 16. With him on the executive are Vice-President Clement Upshall, Secretary Beulah Barnes, Treasurer Eric Dain, Press Correspondent Evelyn Harkness, and the three divisional representatives, Doris Field, Thelma Griffith, and Kay MacLachlan.

Mr. Figur reported on last year's business and achievements. Margaret Jones, local representative on the teachers' convention committee, told of the problems and progress made by the committee in arranging a convention for the large number of teachers now eligible to attend. George Bruce, director of the Correspondence School Branch, spoke to the group concerning recognition of service in the branch when a teacher returns to a city classroom.

At the close of the business session, Kathryn Forrest entertained with the singing of three Irish songs. She was accompanied by Shirley Savard. Jean Twiss of the city teaching staff delighted the group with her slides on Ireland. The guests were thanked by Mr. Upshall.

Dickson-Markerville team wins curling trophy

Four rinks from the Dickson-Markerville Sublocal, skipped by Reg Jeffers, W. J. Mewha, Mrs. Grace Mewha, and Mrs. Evelyn Johansson, entered the second annual ATA bonspiel at Innisfail on February 20. Congratulations go to the Jeffers rink who won the trophy presented by the Red Deer School Division. Other members of the rink were: Mrs. Marie Sveinson, Mrs. Joan Hansen, and Hal Craig. Third prize was won by Mr. Mewha's rink. The sublocal also won the trophy last year.

Thirteen sublocal members and five visitors attended an Irish stew supper at Spruce View School on March 3, at which the hostesses were Mrs. Evelyn Johansson, Mrs. W. R. Sloan, and Edith Fitch. Mrs. Grace Mewha presented an outline of the Education Week programs on radio and television. W. J. Mewha was chosen as a councillor to the Annual General Meeting, and Reg Jeffers to replace W. R. Sloan as salary negotiator. Mr. and Mrs. J. Wagers of Innisfail were the special guests. Mr. Wagers spoke on the reaction of the general public toward school operation and school centralization throughout the division. Mrs. Wagers gave a very interesting and informative account of the Australian education system and compared it to that of Alberta.

Record player uses demonstrated at Hines Creek

Eighteen members were present at the March 17 sublocal meeting held at the Montagneuse Valley School. Mrs. T. Larsback and Mrs. G. Bean of Montagneuse Valley gave a very interesting demonstration, with the help of a few pupils, on the use of a record player for physical education activities and folk dancing. It was noted that the microphone attachment on the record player was used for reading and reciting purposes. As well as giving the pupils an opportunity to hear their speech difficulties and thus to improve their oral speech, the use of the microphone gives the pupils self-confidence.

Report of Innisfail Sublocal activities

Teachers present at the February meeting of the sublocal heard Mrs. Thelma Pendergast of Penhold speak on the general course at the ATA Banff Conference which she attended last August. Guest speaker at the March

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Art: Children's Courses in Art—Miss Audrey Taylor, Montreal, instructor. Teaching of Art to Children, a course for Teachers, by Miss Taylor. July 4 - August 12.

Drama: July 4 to August 12, Professor Wm. Angus, Queen's.

Ballet: July 4 to August 5, Miss Marjorie Haskins, Toronto.

FOR FURTHER INFORMATION WRITE: DEPARTMENT OF EXTENSION

meeting was W. R. Duke, chairman of the economic committee of the Red Deer District Local.

A sublocal research project will be a study by the science teachers of the curriculum and texts of the new science program from Grades I to XII, with the special purpose of developing equipment for use at the different levels. The project will be headed by G. R. Olsen.

The Innisfail Sublocal bonspiel held in February attracted 16 rinks from the area. Rinks from Dickson-Markerville, skipped by Reg Jeffers and W. J. Mewha took first and third prizes. Second prize went to the rink of S. Clapp, Miss H. Sidwell, M. Coates, and Miss J. Wall.

Paper given on Hutterian Brethren

Teachers of the Irma Sublocal were given insight into the lives and customs of a most interesting group of people at their March meeting, when Charlie Allen, teacher at the Holt Colony, gave a paper on the Hutterian Brethren or Hutterites. Mr. Allen dealt fully with many aspects of their communal life, using pamphlets, booklets, and briefs, and calling upon his own experiences as a teacher to illustrate points of interest. He showed how certain aspects of modern life are accepted by the Hutterite Brethren, while other aspects are rejected. It is this rejection which creates many of the problems now under consideration by municipal and provincial authorities.

Scholarship awards program announced by sublocal

The Jasper Place Sublocal has again donated two \$100 scholarships to be awarded to students who graduate from Grade XII and continue on to university. The Grade IX scholarships (of \$25, \$15, and \$10, totalling \$50), first awarded last year, have been raised to six scholarships amounting to \$100. Last year's Grade XII scholarship winners were Victor Altheim and Clayton Hayes who are now attending the University of Alberta. In Grade IX, the winners were Vivian Miskew, who also won the Governor-General's

medal, Ian Taylor, and William Whitfield, all of whom are continuing their education at Jasper Place High School.

Park Lake Sublocal hears television official

Guest speaker at the February meeting of the Park Lake Sublocal was J. Botterill of Station CJLH-TV. President Michael D'Andrea chaired the meeting which was held at Diamond City. Reports were received from the various sublocal committees. The regular March meeting of the sublocal was held at Monarch. Arrangements were completed for a dance at the Marquis Hotel in Lethbridge on May 6.

Provost Local holds rally

ATA President R. F. Staples was the special speaker at the annual winter rally of the Provost Local held in the Provost High School on March 12. The business meeting was conducted by President Chester Spornitz. A banquet, smorgasbord style, was catered to by Saint Thomas Aquinas Home and School in the Saint Thomas Aquinas School gymnasium. Beverly Nelson entertained with a monologue and Mr. and Mrs. McCormick gave a couple of musical selections on the piano and violin. The banquet was addressed by J. D. McFetridge, ATA executive assistant, who accompanied Mr. Staples.

Education Week banquet held at Morinville

The divisional trustee and Superintendents J. F. Swan and H. Uhlman were guests at the sublocal's March meeting and Education Week banquet which was served by the Parish Ladies of Riviere Qui Barre. Seasonal decorations set off the home economics room at the Camilla School for the occasion. Featured were reports on professionalism in teacher-teacher relationships.

At the February meeting the teachers heard reports from each centre on the library study groups. Reports were submitted to the curriculum committee. A donation was voted for the School for Retarded Children.

Report on Spirit River-Rycroft Sublocal activities

Several interesting meetings of the sublocal have been held during the past few months. In the fall, election of officers took place. N. Shmyr of Blueberry Creek accepted the office of president; P. Glenn, Woking, vice-president; and Patricia Donaldson, secretary-treasurer. The program committee which has worked so successfully includes Mr. Glenn, Mrs. L. Schulz, and A. Bredenfeld.

The December meeting held in Woking featured a panel discussion on school discipline of individuals and of groups. Many excellent ideas were discussed. At the January meeting held in Spirit River, a group of Rycroft teachers presented a report on the monograph, *Helping the Underachiever*. How to discover and how to help the underachiever evoked a lively discussion. The topic for the February meeting held in Blueberry Creek was "Better Instruction in English through the Grades". Senior high English was ably discussed by J. Siqueira of Spirit River, that of junior high by Miss A. Shorthall, and that of Division II by M. Fisher. Many ideas for the advancement of education in the Spirit River Division were suggested at the March meeting held in Rycroft.

St. Louis Sublocal organizes

The newly-formed St. Louis sublocal met recently for its first meeting. The executive includes: President Mrs. Lily Cooney; Vice-President Mrs. Phyllis Wiebe; Secretary-Treasurer Gertrude Lanz; and Press Correspondent Gay Pelchat. Representatives to the local association are Mrs. Wiebe, Lizette Revoy, Walter Krysak, and Frank Tumbach.

Highlight of the meeting was the decision of the members to make a thorough study of the Cameron Commission report. Several of the teachers are already involved in study groups formed by the three home and school associations of the separate school system and the remaining teachers will form a fourth group.



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G. McKenna of the Catholic Family Service spoke to the members on the function of social work. He pointed out that social work embodies all facets of welfare and strives for emotional, psychological, and spiritual well-being in the individual. Referring to the teen-aged group, Mr. McKenna posed two questions. Are the problems of the teenager more evident today only because inhibitions have lessened? Have these problems been there all along, masked behind a wall of reserve?

Smith Sublocal continues language program

At a meeting on March 15, the sublocal undertook to examine the most common errors in language and spelling in each elementary grade as noticed by the teachers. After discussion, the language skills which each grade was expected to master were listed. There was some discussion on the merits of the magazine, *We Like to Write*, started by the Smith elementary teachers. The majority felt

that the magazine is achieving its goal of promoting interest and of helping the teachers to assist their pupils. The magazine which comes out every two weeks will endeavor, by the end of June, to include some writing from each student in each classroom. Examples are selected from free writing stories, enterprise, science, and health.

Teachers discuss problems of physical education

At the March meeting of the Vauxhall Sublocal, D. E. Paulson, junior high school teacher, spoke about the physical education program. Statistical surveys made in Manchester, England reveal that most of the students with a high average in academic subjects have also a high rating in physical efficiency. On the other hand, he said, students with low marks in academic work in most cases also have a low standing in physical education and fitness. Research among students at the United States military training school at West Point showed



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that in most cases students with an all-round physical fitness showed the lowest percentage of emotional disturbances. Discussing physical instruction, Mr. Paulson pointed out that the exercises at the beginning of every instruction period should be diversified, each being associated with a special intention, for example, to strengthen certain muscles, improve breathing, and so on. Students can be led by other students, thus not only providing leadership training but also giving the teacher more opportunity for individual assistance. Comparison of the achievements of one student at different times is more valuable than comparisons between one student and others. Every teacher should realize the importance of physical training for posture and good posture habits.

E. Wright reported briefly on the area briefing school held in Lethbridge on January 30 and the regional conference held on February 20 which he had attended.

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Men and Capital

(Continued from Page 10)

who in our time have largely replaced conscience as the stern small voice of duty, are doing much more. But there is a much more everyday concern about the state of our schools and colleges. Are they doing properly by our children? Where can we find the resources to enable them to do better? And increasingly we are wondering about the adequacy of our output of highly trained and educated people.

This has a very practical impact. Every family knows that the automobile industry is equipped to supply it with a new car almost on a moment's notice. Such is the admirable condition of our physical plant. But it cannot be at all sure there will be a place for the children in a good college. Such is the contrasting state of our facilities for human development.

The forces back of the change in the relative position of man as compared with capital are not new. Some of them, curiously enough, are those which at first glance seem to suggest the ascendancy of the machine.

The classical trinity of productive factors were land (including natural resources), labor (broadly defined to include both physical and intellectual effort), and capital. All production was seen as resulting from the combination of these factors in one form or another and in one proportion or another. Some economists have questioned whether there was much difference between land and capital goods—both support man's efforts to produce things. Many have insisted on adding, as a fourth factor of production, entrepreneurship, or the human effort which was devoted to organizing and managing the other three factors. Subject to these modifications and quibbles, the classical delineation of productive agents is still accepted and, indeed, is deeply imbedded in economic thought.

All production requires all three—or all four—factors, and in this sense all are equally vital. But the importance attached to the different factors has

changed remarkably in the last 150 years. At the beginning of the last century—the formative years of modern economics—land seemed peculiarly important. Population was growing. Europe and Asia looked very crowded. The vast fertile spaces of the Americas, Australia, and Africa were but slightly appreciated. The effect of modern agricultural techniques on production per acre was, of course, beyond view. Both Ricardo and Malthus, two of the towering figures in the history of economic ideas, concluded that man's fate would be decided largely by the relentless pressure of population on land. Labor being abundant, perhaps excessively so, it seemed far less important than land. Capital, though important, also lacked the life-and-death significance of the land supply.

As the nineteenth century passed, capital gained rapidly to a position of dominance in the trinity. The new world added enormously to the supply of land. The decisive question was its development, and for this, ports, steamships, roads, railroads, farmsteads and farm equipment were needed. The land was there; the labor came almost automatically; but the more capital the greater the pace of progress.

This emphasis on capital was reinforced by the nature of industrial advance during the last century. It consisted not of the invention of a great number of new techniques but the spread of a relatively small number of spectacularly important ones. Thus, textile manufacture became a factory industry. Steam power was applied to manufacturing, transport, and mining to replace power from men, animals, falling water, or wind. Iron and steel became plentiful and cheap and thus available for many new uses.

These inventions resulted, so far as anyone could tell, from a combination of accident, inspiration, and genius. Men like James Watt, Benjamin Franklin and Eli Whitney could not be cultivated, and while they could be protected by the patent office, that was about all that

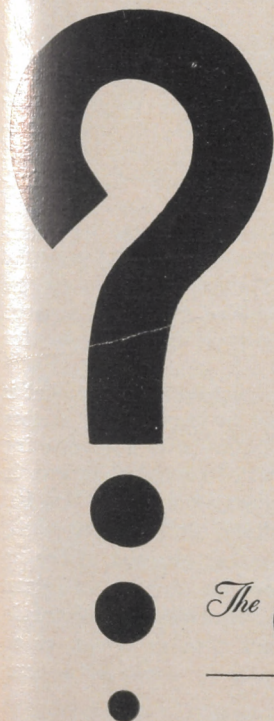
could be done to foster technological progress.

But if little could be done to stimulate inventions, much could be done about putting them to use. Saving could be encouraged by exhortations to thrift—and even more by a system of morality and religion which assured the diligent, abstemious and self-denying man esteem in this world and salvation in the next. Investment could be encouraged by a stable government and laws which assured investors that profits would be theirs to enjoy. Economists came to measure progress by the proportion of the nation's income that each year was saved and invested.

Investment in physical capital is still a prime measure of progress, but it is an increasingly inadequate one. Progress is coming to depend more and more on the quality rather than the quantity of the capital equipment in use and on the intelligence and skill of those who use it. There are reasonably good figures to

guide us in making this judgment. Between the early seventies of the last century and the decade 1944-53, according to calculations made under the auspices of the National Bureau of Economic Research, the net output of the American economy increased by an average of 3.5 percent a year. Less than half of this (1.7 percent) is explained by increases in the supply of capital and labor. The rest was the result of improvements in capital equipment—technological advance—and improvements in the working force, including, of course, its leadership and direction. The share in the advance attributable to technological improvement and to the improved skill and ability of workers, technicians and managers has been increasing.

But both technological advance and improved skills and abilities are the product of personal development. Machines do not improve themselves; they are the product of improved men. And most technological advance is now the



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result, not of the accident of inspiration or genius, but of highly purposeful effort. Once we had to wait for the Edisons and Wrights. Now, through education and organization, we get something approaching the same results from much more common clay.

So it comes to this. We now get the larger part of our industrial growth not from more capital investment but from improvements in men and improvements brought about by improved men. And this process of technological advance has become fairly predictable. We get from men pretty much what we invest in them. So now in its turn, after land and after capital, labor—highly improved labor, to be sure—has come to the centre of the stage. Investment in personal development is therefore at least as useful as an index of progress as investment in physical capital. This is the kind of change which solemn men of self-confessed soundness of judgment will continue to resist; the familiar is always defended with moral fervor just before it becomes foolish.

What practical accommodation are we making to this new urgency of investment in personal development?

At first glance our position would seem to be quite good. We have been reaping large gains from the application of trained intelligence to our economic life. This is the fruit of one of the world's pioneer experiments in public education. Surely our gains will continue.

We cannot be so optimistic. Until the last century learning and even literacy were the badges of privilege. They thus became symbols of achievement and equality—symbols that our grandparents were not disposed to overlook. Hence the free elementary schools, high schools, the land-grant college system, and the remarkable number and variety of other institutions of higher (and not excessively high) learning.

This system was adequate, even admirable, so long as education was a social service designed to ensure rough equality of opportunity. It has ceased to be

sufficient as education has become a form of investment.

The test of what a community should spend on a social service is what it can afford—what it believes it can spare from other forms of consumption. The test of investment, by contrast, is what will pay for itself. We apply the investment test as a matter of course to physical capital, and even the commonplace terminology reflects the different attitudes—while we 'invest' in physical capital we 'spend' for education.

The investment test is far the more generous of the two. It implies an aggressive canvass of all possible outlays to see what will pay off at a profit. To find new ways of investing at a profit is to prove one's enterprise. One of the most familiar theorems of accepted economics is that, subject to some lags and irregularities, investment in physical capital will occur whenever marginal return exceeds the marginal cost—that is, whenever the return to additional investment is sufficient to cover the added cost, including interest and some allowance for risk.

The test of what can be afforded, by contrast, invokes far more frugal attitudes. The outlay is vaguely self-indulgent. If we wish it, we must measure the cost in equally or more important alternatives. Virtue resides not in finding ways of investing more, but in finding ways of spending less. The community honors the man who is identified with economy. Yet, as we have seen, the outlays so economized now yield as large (perhaps a larger) return as those for physical capital.

Investment in personal development is also handicapped by the lack of a close relationship of outlay with the resulting benefit. A chemical company invests in a new plant because it knows it will get the higher earnings. If it invests in the education of a young chemist, it has no similar assurance that it will get a return from its outlay. The fellow may decide to become an artist or a farmer, or he may go faithlessly to work for a competitor.

To see what the same relationship of cost to benefit that exists for physical capital would do for investment in personal development, one need only imagine an arrangement by which promising youngsters, when halfway through high school, were indentured for life to a corporation. The latter would then be responsible for all further education and would be assured of their services for life. Performance of the companies tomorrow, it would soon be evident, would depend on the quality of the executives, scientists and other specialists being selected and trained today. The quality of this stable would become a matter of major concern. It would be under the eye of accomplished educators. Money

would start flowing into it. Investment houses would seek information as to its quality. If one of the larger oil companies found that the schools and colleges available for training its oncoming geologists and engineers were inadequate, it would obviously have to take steps to remedy the situation—perhaps by establishing its own. Otherwise, in a few years it would be outclassed by the companies with better talent. And one can imagine bond issues to develop stronger technical echelons. The result would be a substantial and possibly an astronomical increase in outlays for personal development—all justified by the resulting profit. All this would be the result of giving the corporation a firm

Notice regarding Refund of Contributions

Forms for use in applying for refunds of contributions may be obtained from the office of the **Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.**

According to a regulation of the Board of Administrators, effective since July 1, 1954, applications for refund are placed on file until four months after August 31, if the teacher taught to the end of the school year, or until four months after the date of the last contribution, if the teacher withdrew from teaching during the school year. This regulation is necessary for the following reasons:

1. It provides protection for the teachers who have resigned in June or July, with no intention of returning to teaching, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, relinquishes all accrued benefits in the Fund.
2. All contributions must be received and posted before the refund payment can be made.
3. The regulation helps to avoid unnecessary cost in office administration.

According to the present regulation the refund is all contributions in excess of those for the first two years with interest at three percent. Application must be made within five years of withdrawal.

If the teacher was more than fifty years of age when he began contributing to the Fund he will receive a refund of all contributions and interest, and may make application annually.

**Board of Administrators
Teachers' Retirement Fund**

lien on the individual's services and thus on the return to the money it spends on him. It would be the result of making human beings as privileged, for purposes of investment, as are machines.

The final reason for thinking that our arrangements for investing in personal development are deficient is that the Soviets have, technically speaking, superior ones. They begin with all resources under public control; hence there is no problem in transferring those to be devoted to personal development from private to public use. And outlays for physical capital and those for personal development are items in the same huge budget. The returns from one type of investment can be measured against the returns from the other. There is no inherent reason why physical capital should have a preference, as in our case. The result is that the USSR, by our standards still a poor country, treats its schools, research and training institutes, universities, and adult education with a generosity which impresses all western visitors. These outlays, not old-fashioned expansion of physical capital, were decisive for launching the Sputnik and landing its successor on the moon.

We cannot solve the problem of personal investment by indenturing our youngsters at a tender age to a corporation. And we should not expect the kindly corporation to rise to the rescue with large voluntary grants for education. Time has already been wasted on this notion. The problem is far too serious to be left to the conscience of those with a particular willingness to spend the stockholders' money.

Most likely we will solve the problem by making fuller and better use of the familiar instruments of public finance. We must see outlays for personal development not as a cost but as an opportunity. Then we must make sure that we are taxing ourselves sufficiently to exploit this opportunity. That the federal government must play a role is elementary. It has access to fiscal resources inherently far greater than that of states and localities; now that education has

become an investment rather than a social service these resources are indispensable. There is at least a likelihood that investment in personal development is a better guarantee of effective national position than many of our present military expenditures.

We need also to review our attitudes toward state and local taxation. In a poor country there are sound reasons for reluctance in taxing objects of everyday consumption in order to have more public services and amenities. But we are not a poor country, and personal development has become not a service but an investment. So states and localities should no longer hesitate to use sales and excise taxes to pay for schools and universities. And liberals, in particular, should control their indignation when this is proposed.

There is another possible way of putting provision for personal development on a par with that in physical capital. We assume that a corporation, either by withholding from earnings or by resort to the capital market, will assume responsibility for improving and expanding its physical plant. The pressure for voluntary contributions by corporations to education reflects a feeling that there is a similar responsibility for personal development. Corporations are the largest employers of trained talent. They reap the rewards from such people. Why shouldn't they pay part of the cost of training this talent?

Perhaps they should. And while voluntary contributions which many do not pay are inequitable as well as inadequate, a payroll tax for education and training would encounter no similar objection. As a percentage of total payroll the levy would be roughly proportioned to the quantity and quality of the people employed. Thus it would be related to benefit from past investment in personal development; and it would mean that the company was assuming its rough share of the cost of replacing with improved talent the skilled workers, technicians, scientists, and executives whom it employs. Initially the tax would presumably

be borne, in the form of higher prices, by the consumers of product. Ultimately the better talent would bring better methods, improved efficiency and lower prices.

Corporations are now at great pains to explain that their prices must include provision for earnings sufficient to replace and expand their physical capital. This, they regularly assure their public, means that production will continue and be more efficient in the future. But, as the National Bureau figures show, we have more to gain from improving the

quality of people. So a levy for this purpose would be an even better bargain.

Maybe there are other ways of augmenting the flow of resources into personal development. Since the society is changing, we dare not assume that we have thought the last thoughts on the subject. For man has not retreated before the machine; rather the machine has become desperately dependent on the improvement of man. And our economy is better suited to supply machines than to improve men.

Notice regarding Definition of "Teacher" for Teachers and School Board Secretaries

Section 2(d) of *The Teachers' Retirement Fund Act* reads as follows:

"teacher" means any person who holds a valid certificate of qualification issued under the regulations of the Minister of Education and who is employed

- (i) by the board of trustees of a school district or division, constituted under *The School Act*, in the capacity of
 - (a) a teacher, or
 - (b) a librarian devoting his full time to the work of a school, or by the Lloydminster Public School District in the capacity of a teacher;
- (ii) as a superintendent, supervisor, principal or other such official of a school district or a school division formed and constituted under *The School Act*, and includes a person employed by the board of trustees of a school district or division constituted under *The School Act* and engaged in a non-teaching capacity, if the holding of a valid certificate of qualification issued under the regulations of the Minister of Education is required by the board of trustees as a condition of the employment and the requirement is approved by the Board of Administrators.

The Board of Administrators suggests that any teacher considering a position other than as a teacher, librarian, superintendent, supervisor or principal contact the Board regarding his position under *The Teachers' Retirement Fund Act* before he accepts it.

It is suggested also, that school boards considering appointments to positions other than those listed above, contact the Board regarding the status under this Fund of any teacher appointed to the position.

**Board of Administrators
Teachers' Retirement Fund**

British School Children Are Not So Bright

(Continued from Page 19)

accepted General Certificate of Education at the age of 15 or 16, to be followed by university entrance (Advanced General Certificate) at the age of 17 or 18.

But what of the modern schools to which the majority of the British population go? Despite every effort to alter public opinion, they are still regarded as failure schools. The entry requirement is failure in the Grade VII examination (the famous "eleven-plus" entrance examination). The pupils are of average or below average ability and always carry the unavoidable stigma of having failed to reach the grammar school standard. Because they are not markedly academic, they receive a general course of studies which one Fulbright exchange teacher at Bristnall Hall Secondary Modern School dubbed as "a hodge-podge of cultural subjects, home economics and industrial arts". Usually no science, physics or biology is offered. Instead, a general science course is provided which differs from school to school. Courses in the basic sciences and modern languages are reserved for the grammar schools.

By law, the modern school student must stay at school until 15. Great Britain still has a lower school leaving age than any other English-speaking nation in the world. At 15, the secondary modern graduate leaves school with no diploma or certificate. True, a few modern schools are adopting their own school leaving certificate but there is no nationally accepted standard. Out of all the students taking the General Certificate of Education only an exceptional one percent come from modern schools, which are not expected to prepare students for it.

Canadian high school students may fall behind the British grammar school students but they are generally superior to the 80 percent of British students who attend modern schools. A cross-section study of 3,000 adolescents¹ (14 to 20

years of age) in the City of Birmingham revealed that the great majority read few, if any, books. Leisure reading was confined mostly to the 'scandal' newspapers, such as the *Daily Mirror* or the *News of the World*. One-quarter of the boys and one-fifth of the girls had not read a single book during the previous six months. The interviewers, who were students and staff of Westhill Teachers' Training College, concluded: "It has astonished us that the standard of writing and spelling among so many of these young people should be so poor and that the reading of so many should be limited to comics. The general impression left by a perusal of these 3,000 completed questionnaires is that of the sheer intellectual poverty of these young people."

On the whole (there are exceptions), the modern schools recruit their pupils from families who do not speak a standard English, but a generally slipshod variety that produces, eventually, such sounds as:

Cum ear (Come here.)

I saw-r-er (I saw her.)

Av lorst me 'at (I've lost my hat.)

Wod yer wanna der that fr? (What do you want to do that for?)

Ow d'yer do? (How do you do?)

The products of the grammar schools usually, (not always), graduate with a socially acceptable spoken English. It may be a 'reserve' type of speech that can be produced at school and on more formal occasions, but at least it is there. In many of the modern schools there is an open hostility to speaking well. As one of my fourteen-year-old students remarked: "What's the use of speaking posh when you never do it outside school?" Despite the heartbreaking efforts of devoted speech instructors, modern school graduates all too often acquire a toughness and a sloppiness in speech that, for them, is a social 'must'. Boys who speak standard English are "sissies" and girls are "snobs". One has only to listen to the catcalls of modern school

¹Twenty Thousand Adolescents. Reed, Bryan H., George Allen & Unwin, 1951

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CALGARY: Art 230; Education 338, 476; Mathematics 200.

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HOLDEN: Philosophy 240.

MEDICINE HAT: Education 308.

OLDS: Education 310.

RADWAY: Education 478.

RED DEER: History 200; Geography 300.

VEGREVILLE: Education 476.

WAINWRIGHT: Education 310.

WESTLOCK: Sociology 202.

WETASKIWIN: Political Science 320.

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September 10, 1960

students meeting grammar school students on the bus or on the street to realize the social gulf between them. The grammar school student speaks differently, is educated differently, and dresses differently. He wears the traditional school cap, tie and blazer which only a few modern schools copy. He represents the best brains of the country—those who managed to pass the Entrance Examination of English, arithmetic, and comprehension.

It is this "cream" (as they are often called) that Canadians all too often meet as sons and daughters of British immigrants. Do not be led into thinking that they represent the **whole** of the British school-going population. They are only 20 percent—the other 80 percent leave school at the age of fifteen years with an education that is rarely superior (and often inferior), to that of the Canadian Grade IX student. About five percent of the children who enter British schools at the age of five go on to Grade XII matriculation standard and a still smaller group goes on to university. At age sixteen, 98 percent of those students who

entered the modern schools have left to go into industry. In Canada, 15 percent of the 400,000 children who enter school at Grade I go on to Grade XII or XIII and six percent enter university.

Canadian students may fall behind the 20 percent of British grammar (or grammar-technical) school pupils but they are generally superior to the 80 percent who attend the secondary modern schools. Canada has never produced a school system for 80 percent of her school children comparable with that of the modern schools in Great Britain. On the other hand, she has never produced a system of grammar schools equivalent to the British types. That may come in time.

Meanwhile, whenever critics of the Canadian education system point proudly at the graduate standards of British high schools, remind them quietly that only 20 percent of the British population have benefited from such a system. Ask them to talk about the secondary modern schools in Great Britain and the chances are that they will preserve a discreet silence—or rush away to find out what they are.

Straw Men

(Continued from Page 14)

The point at issue is that it is not "progressivist" in the sense that it has departed radically from the concept of the traditional subject curriculum, or that it shows undue influence of the experimental curricula which have been developing in the United States over the past 50 years.

Our educational system does need frequent examination. It can profit from criticism. But let that criticism be objective. Let it reflect those traits of intellectual integrity which we would hope an educational system could develop. But let it not degenerate into a game of "Straw Man", into irresponsible labelling which would make suspect any alternate educational system which the critic might be espousing.

A final thought!

A recent newspaper item, reporting an address given by the author of the

minority report of the Cameron Commission, summarized his comments thus:

Turning to the "traditionalist" philosophy, he said the teacher should teach knowledge for the sake of knowledge, not to adapt the student to society . . . He said . . . that vocational training had no place in the school . . . He advocated a return to "traditionalism".

However, one pauses to reflect upon the length of that road back to "traditionalism" when one looks at these aims of education as stated in an earlier *Handbook for Alberta Secondary Schools*:

1. To prepare the individual for efficient participation in the duties of social, civic, political, and family life. It must provide for the adjustment of the individual student to the social ideals and standards of his time, and at the same time prepare him to take a part in the modification of these as they cease to be effective. And although it must secure this social unity and solidarity, through the development of common ideals, habits and standards, it yet must make provision for the expression of the great individual differences, innate or acquired, in pupils. The State, having assumed charge of education, must now discharge its function by providing for the well-being and evolution of all the society which it represents.

2. To prepare the student to become an efficient economic factor. Such preparation may be complete or partial; the school may aim, as in the case of certain commercial students, to prepare adequately for entrance into the economic world; at other times the secondary school aims merely to prepare the pupil for entrance to higher vocational institutions. Due recognition must be paid again both to the differentiated capacities of the pupils, and to the differentiated needs of society. It is the function of the school to diagnose efficiencies and deficiencies, to assist in the selection of those pupils who can profit by higher education, and to organize the type of education of each pupil so that he may be prepared to enter efficiently into that work which he can best do.
3. To prepare the student for the activities whose primary purposes are personal development and personal happiness, through the correct use of his leisure time. The secondary school can no longer deny that part of its function is so to direct the education of the child that he may choose, intelligently and wisely from the rapidly increasing opportunities for enjoyment, those of most value to himself and his fellowmen.

These statements are taken from the *Handbook for Alberta Secondary Schools* of 1930, a year generally regarded as preceding any "infiltration of progressivism".

And if this curriculum is still "progressive", the proponents who would restore the "traditionalist" curriculum by reaching further into the past must move quickly, for its details will soon be beyond the memories of the living. They will have to resort to the archives for its restoration.

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West Jasper Place School District No. 4679 invites teacher applications for September 1960 covering the following positions:

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The Kitimat School Board invites applications from interested teachers in all levels of general subjects as well as from those handling special subjects.

All applications or requests for further information should be addressed to:

**Secretary-Treasurer,
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Box 700, Nechako P.O.,
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School District No. 2357

Box 3328

Grande Prairie, Alberta

**The Neglected Dimension in
the Teaching of Mathematics**

(Continued from Page 17)

We can rephrase the "mental training" problem of earlier sections by asking whether passage through the sequence AB influences in any positive way what appears to be an inevitable progression through the sequence A₁B₁. As was indicated earlier, research has not shown the study of mathematics at the secondary level to have any observable positive influence on the individual's logical growth.

It has even been claimed that, far from producing an ability to reason more efficiently, the net effect of the frustration experienced by many students who have been exposed to the high school mathematics program of the past few generations has been to instil in today's adult population an aversion to mathematical arguments of all kinds. One might even question the net effect of the continued study of mathematics upon the student who possesses superior ability in this subject. What, for example, are we to make of the research suggestion, albeit somewhat incompletely proved, that the professional mathematician tends to be anxious and introverted? Is it possible that mathematics provides a haven for intelligent students who have made poor adjustments in normal inter-personal relationships? Is the intense motivation of the mathematician and his pronounced ego-involvement with the 'logical' side of life symptomatic⁴ of frustration in other 'non-logical' areas?

There appears to be a tendency in our culture to overestimate the rational component of the human personality. Perhaps this results from our reluctance to accept Freudian-type theories of behavior in which logical or rational thought plays a secondary and subservient role to more fundamental drives. From the latter point of view, the student's behavior in the mathematics classroom is determined by drives which are often more fundamental than the desire to obtain a logically correct proof for a mathematics problem. For example, one of the basic human drives is associated

with the need to protect one's self-concept. Thus, if the student is placed in a situation where his relatively slow performance is noticeable—the typical situation in the mathematics classroom—then he may satisfy a far more urgent need by offering partial solutions (or outright guesses) in an attempt to keep up with the class, than he would by taking sufficient time to obtain a correct solution. Perhaps one of the reasons why students often mutilate the logic of mathematics—particularly in Euclidean geometry—can be traced to the psychological environment within the classroom.

In conclusion, the research of the past 50 years reveals many inadequacies in our present knowledge about mathematical education and suggests that there may be a danger in clinging to outdated notions concerning human thinking. However, there is little to be gained from belaboring the errors of the past; it will undoubtedly be of more value to acquaint ourselves with the exciting new theories and hypotheses which have recently come upon the educational scene. It appears that we may be entering a new era in mathematical education and we should make every attempt to follow the new developments from the outset.

A comprehensive analysis of 50 years of research findings, "Psychological and Educational Researches Into the Teaching of Arithmetic and Mathematics", may be obtained without cost, by writing to the Research Division, Canadian Teachers' Federation, 444 MacLaren Street, Ottawa 4.

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THE MAILBAG

To the Editor—

Canadian Freightways offers annually a Matriculation Scholarship of \$400 to be awarded to an Alberta student entering first year in the School of Commerce at the University of Alberta in Edmonton or Calgary.

This bursary will be awarded on the basis of evidence of financial need and of a satisfactory record in the Grade XII examinations. Application forms are available from the Administrator of Student Awards, University of Alberta and should be in his hands by August 1.

We would appreciate if the foregoing could appear in an issue of *The ATA Magazine*.

Yours very truly
J. A. GRETZINGER
President
Canadian Freightways
Limited
Calgary

To the Editor—

In an article entitled "Fail to Honor People" in the March issue, I note that Mr. J. D. McFetridge makes the following statement:

In the report of the Leadership Course, principals are exhorted to utilize group procedures, with the apparent overtone that these can be used to camouflage decisions already made by them. Such callous and cynical practice can be proposed only on the grounds that the principal might be able to pass the blame on to the staff in case one of his predetermined decisions 'backfired'.

Perhaps it might be in order to assure any readers who are not familiar with the Principals' Leadership Course that no speaker made a statement which, in my opinion, could reasonably be interpreted in this way. Certainly none of the lecturers on the program would intend to advocate such a practice. On the contrary, as one would expect, speakers have frequently observed that

attempts to fool teachers in this way are both objectionable and unworkable.

Despite the care taken in selecting speakers for the Leadership Course, however, it is quite possible that in some future year a lecturer may actually advocate the practice of manipulation. If this ever happens, we will not be alarmed but will depend upon the good sense of the Alberta principals to assess its merits. If in any instance even this were to fail, we can depend upon the teachers of the province to remain unfooled.

Yours sincerely
JOHN H. M. ANDREWS
Director, Leadership Course
for School Principals

God expects from men . . . that their Easter devotions would in some measure come up to their dress.—Robert South

April prepares a green traffic light and the world thinks Go.
—Christopher Morley



"Good morning . . . I hope I'm not delaying anything!"

Q & A

OUR READERS WRITE

◆ *Isn't a school board bound to pay me the salary I was promised?*

The salary you are legally entitled to receive is that which is determined by the agreement negotiated between the board and the teachers. If the salary agreement has not been settled, no one can tell you what you will receive.

◆ *Why doesn't The Alberta Teachers' Association publish a list of school boards which have settled their salary schedules, so that teachers will know what to expect?*

Any list we might publish could be out of date as soon as printed. School boards are expected to carry the statement "salary schedule under negotiation" in their advertisements. However, some do not, so every teacher should check carefully to determine the situation when he considers making application.

◆ *What is supposed to be a normal teaching load?*

Now here is a question to ponder! The true answer is difficult to find. Our opinion is that a proper teaching load is much less than five hours per day and remember that we are talking only about instructional time. It is our view that no teacher is capable of putting forth high quality instruction hour after hour. Whether the teaching load ought to be three or four hours per day is a matter we need to decide as a professional group. In reaching this decision, we ought to take into account such factors as pupil-teacher ratio, time required, out-

side instructional hours, for preparation, marking, professional reading, staff meetings, subject meetings, etc.

◆ *What information do you have on salaries of school librarians?*

We have no information on salaries paid to school librarians who do not hold teaching certificates. So far as we are concerned, only teachers who have specialized in library science ought to be employed as school librarians. Their salaries are determined by their qualifications and experience in the same way as teachers' salaries are determined.

◆ *Is there any charge for extra copies of the condensation of the Cameron Commission report?*

Yes. Single copies (up to nine copies) are 50¢ each. For from 10 to 49 copies, the price per copy is 45¢; from 50 - 99 copies, 40¢ per copy; and over 100 copies, 35¢ per copy.

◆ *Do you think that a square dance club is a proper extracurricular activity?*

Our answer depends on what "proper" means. If a teacher of her own volition chooses to sponsor such an activity, and if the activity is not held to be a part of the school program, no problem may exist. On the other hand, if square dancing is to be an extracurricular experience tied in with the total school program, teachers, principal, superintendent, and school board would be wise to take a hard look at how far the school should go in a so-called "second curriculum". There is reason to question the extent to which a teacher should commit time, thought, and effort to the host of so-called extracurricular activities which have attached themselves to educational programs.

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Cooperation Requested

Each year, hundreds of teachers in Alberta resign from their positions. In some divisions, districts, and counties, the number resigning may be as high as 50 percent of the total teaching staff.

Most teachers know that, if they intend to leave teaching, they must resign on or before June 15. If they intend to seek another teaching position, they have until July 15 to resign. Teachers who enter a contract with another school board are, of course, required to give notice of termination of the existing contract within eight days after signing the new contract.

It is human nature to postpone. Many teachers who know they will be resigning from their present positions delay until the last minute handing in their resignations. This delay works a hardship on the school board concerned and on other teachers. The earlier resignations are submitted, the more time there is for school boards to advertise and for other teachers to apply for the positions vacated.

Teachers are, therefore, urged to submit their resignations as soon as possible after making the decision to resign. The more difficulty school boards experience as a result of teachers waiting until the last minute to resign, the greater will be the pressure from trustees to have the date for teacher resignations made earlier. It is in the interests of teachers to act voluntarily in this matter. The welfare of your fellow-teachers makes this call on your professional spirit.

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Trends in American Education

The annual conference of the Association for Supervision and Curriculum Development was recently held in Washington, D.C. Trends in education in the United States were discussed with a number of the educators who attended. At least one of these trends is the exact opposite of the direction of events here.

The first trend is called centralism. It is a movement toward centralization in a number of aspects of education. One of these is the basic curriculum. There is a small but influential group advocating a national curriculum. Major factors furthering this view are: migration (of 36,000,000 children in the United States in 1958, 12,000,000 changed their address), the national talent search and national scholarship examinations, and the "investment in national survival" reaction to Sputnik. In many states, there is a tendency to tighten state control of the basic curriculum. A second aspect of centralism is a movement toward larger units of administration, spurred on by Conant's censure of the small high school. A third aspect is the growing acceptance of federal aid in various forms: testing programs, improvement of guidance, and the like.

The whole trend of the recommendations of the Cameron Commission is toward decentralization: more school board control of curriculum, board-appointed superintendents, greater "local initiative". It is interesting to speculate why the Americans, who have had these benefits, should be moving away from them at the same time as we are urged to adopt them.

A second trend in the United States is also found here. This is a more challenging curriculum. Curricular content formerly reserved for Grade IX is now found in Grades VII and VIII. Foreign languages are started at an earlier age. In many instances they are being introduced in the elementary school. Because something must be crowded out if something else is added (unless the total school time available is lengthened), it is reported that foreign languages are being introduced at the expense of social

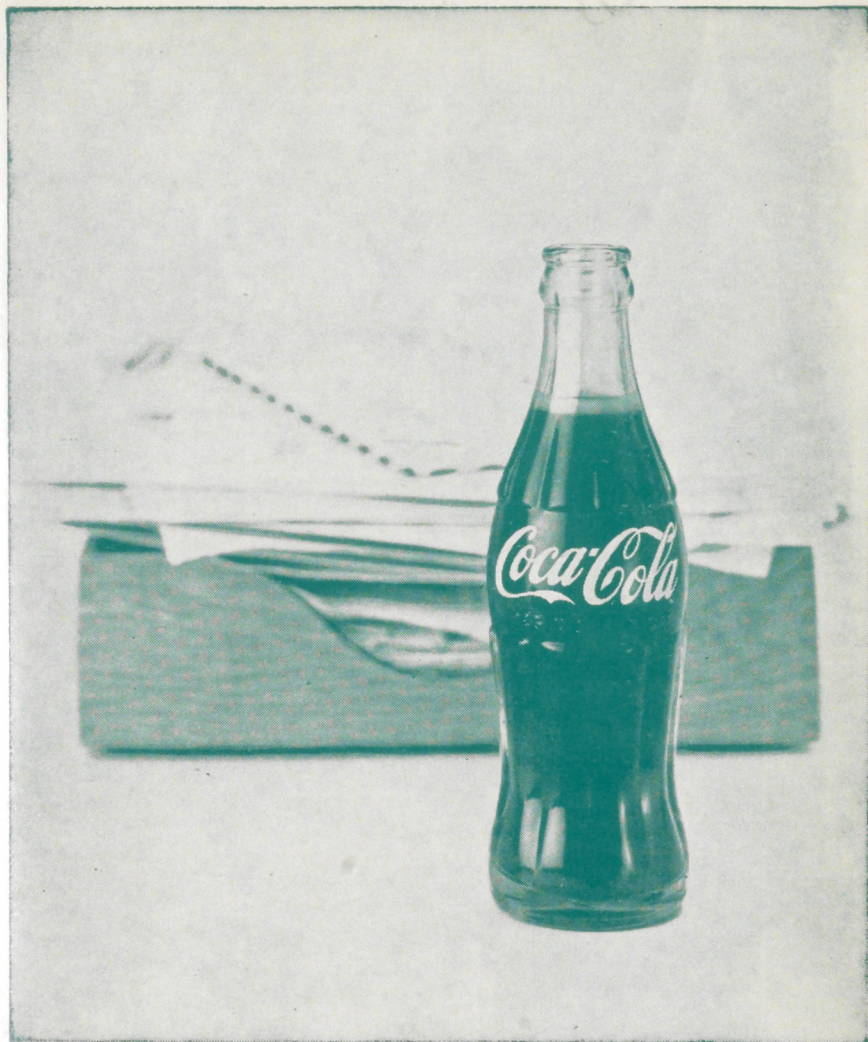
studies. There is considerable concern among American educators that the swing to mathematics and science is over-violent, and is improperly damaging the study of the humanities. Certainly, the trend is to crowd more into the curriculum, and in doing so to move some studies to earlier grades.

A third trend, which is certainly spreading in Alberta, is homogeneous grouping. There is a naive faith that this will solve many educational problems. There is a reluctance to face up to the necessary curricular adjustment. There is an enthusiasm to try it, regardless of the research evidence. There is a belief that it will work miracles regardless of the modest but encouraging reports from those who have genuinely experimented with it. All varieties are being tried: within and between classrooms, coupled with acceleration and retardation, subject by subject, and based on many different criteria and combinations of criteria. There is a definite trend toward homogeneous grouping.

A fourth trend is departmentalization in the elementary school. Until recently, the elementary teacher was a generalist. Now specialization and its accompanying departmentalization, is being introduced. Naturally, it starts with the 'cultural' subjects such as art and music. In some elementary schools one teacher may teach poetry to all the children. This is coupled with more flexible timetabling and what is called "the attack on the self-contained classroom". For literature, the auditorium may be used to teach 200 pupils at once. However the particular arrangement is made, the trend is to use teacher specialists more and more at the elementary school level.

A fifth trend is a stress on liberal arts in teacher education, including considerable depth of study in one subject. This is undoubtedly a welcome trend except where it goes to excess and reduces the professional education below its appropriate level.

Stanley Clarke



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